

**English Language Arts
(ELA)
NYSAA Frameworks**

Grade 8

Required Component 1—Key Idea: Reading
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 59	<ul style="list-style-type: none"> • Locate and use school and public library resources independently to acquire information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts • Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment • Preview informational texts to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, or unclear information • Formulate questions to be answered by reading informational text • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions 	<ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Read to collect facts and ideas from multiple sources and interpret data • Demonstrate ability to compare and contrast information from a variety of different sources • Identify main ideas and supporting details in informational texts

Required Component 1—Key Idea: Reading

Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex

More Complex

The student will:

- locate the school library or public library to acquire information (11101)
- attend to or read multiple informational texts to collect facts and/or ideas (11107)
- attend to or read to collect facts and/or ideas about a chosen topic (11102)
- identify the main idea and/or supporting details in informational texts (11103)
- relate facts and/or ideas to chosen topic (11104)
- compare and/or contrast two comparable subjects using charts and/or graphic organizers (11105)
- use facts to support a main idea (11106)

The student will:

- use the school library and/or public library resources to acquire information (11201)
- collect facts and/or ideas from more than one text (11202)
- distinguish facts from opinions (11203)
- distinguish the relevant from the irrelevant facts and/or ideas (11204)
- distinguish similar and/or dissimilar information from a variety of sources about the same topic (11205)
- recognize information that is implied (11206)
- recognize the difference between implicit and explicit information (11209)
- draw conclusions based on explicit information about a topic (11208)

The student will:

- use multiple resources in the school library and/or public library to acquire information (11309)
- identify the best library resources to use to collect facts and/or ideas about a given topic (11310)
- compare and/or contrast information from multiple sources (11303)
- identify statements of fact and opinion (11311)
- identify relevant facts and/or data to support given topic (11305)
- draw conclusions based on explicit and/or implicit information (11306)
- interpret information (11307)
- use multiple informational texts (print and non-print) to collect facts and/or ideas about a single topic (11312)

Required Component 1—Key Idea: Reading
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11102	The student will attend to or read texts to collect facts about a chosen topic.	<ul style="list-style-type: none"> • Video tape of the student attending to or reading texts to collect facts
SAT11104A	The student will relate facts and ideas to the chosen topic by indicating objects, symbols, drawings, or pictures that are related to the topic.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when answering yes or no questions about whether an object matched the topic • Student work product of a collage of all objects, symbols, drawings, or pictures (yes answers) that relate to the topic
SAT11104B	The student will relate facts and ideas by selecting objects needed to go swimming and placing them in an empty swim bag after listening to a book about Olympic swimmers.	<ul style="list-style-type: none"> • Video tape of the student relating facts in a book about swimmers to actual swimming objects
SAT11105	The student will compare two comparable subjects by placing pictures in correct sections of a Venn Diagram to show similarities and differences.	<ul style="list-style-type: none"> • Student work product of Venn Diagram
SAT11201	The student will use the reference section of the library to locate information on a topic.	<ul style="list-style-type: none"> • Video tape of the student locating the resource section of the library and locating a resource that pertains to the topic given
SAT11202	The student will collect facts on a topic from textbooks, the internet and library sources.	<ul style="list-style-type: none"> • Student work product of facts collected about a topic and their source on a worksheet
SAT11204A	The student will distinguish irrelevant from relevant facts by sorting a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not.	<ul style="list-style-type: none"> • Video tape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts

SAT11204B	The student will distinguish relevant from irrelevant information gathered from informational texts.	<ul style="list-style-type: none"> • Student work product consisting of a worksheet with relevant facts related to the text marked with a red sticker and irrelevant facts marked with a green sticker
SAT11205	The student will identify similar and dissimilar information from two newspaper articles on the same topic.	<ul style="list-style-type: none"> • Student work product of a worksheet with similar facts listed on one side and dissimilar facts listed on the other
SAT11310	<p>The student will select the best library resource to use to collect facts on a topic given a choice of three.</p> <p>(Note: choices should be one with strong connection to a topic, one with some connection and one no connected at all)</p>	<ul style="list-style-type: none"> • Video tape of the student identifying a topic, telling what each resource is about and selecting the resource that has the best information about the topic
SAT11305	The student will identify the facts or data that are relevant to the main idea when presented with a main idea and various facts and/or data.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting the appropriate facts and/or data that are relevant to the given main idea

Required Component 1—Key Idea: Reading
Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 60	<ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - question the writer’s assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented 	<ul style="list-style-type: none"> • Evaluate the validity and accuracy of information • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented

Required Component 1—Key Idea: Reading

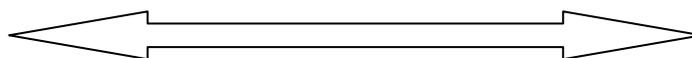
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 3

Less Complex

More Complex



The student will:

- attend to or read to identify the main idea(s) (13108)
- attend to or read to identify similar information in two sources (13102)
- attend to or read to compare similar information to find differences in two sources (13109)
- attend to or read to identify author's purpose (13104)
- attend to or read to identify personal experience similar to text (13105)
- attend to or read to recognize differences in perspectives (e.g., cultural or historical) on an issue presented in one or more texts (13110)
- recognize personal criteria used to evaluate or opinions about specific texts (13111)

The student will:

- identify the main idea and/or supporting ideas (13208)
- recognize relative importance of supporting details (13202)
- determine whether supporting details justify a positive evaluation of the main idea (13209)
- compare supporting details within text to help determine validity (13210)
- compare author's information with personal experience on same topic to determine accuracy (13211)
- recognize that various perspectives may alter opinions about a literary or informational text (13206)
- use personal criteria to evaluate quality of literary works (13207)

The student will:

- recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, compare/contrast similar texts, data or personal experience, author's purpose, different perspectives, etc.) (13304)
- use established criteria to evaluate literary works (13302)
- indicate a personal opinion about a literary work based on personal criteria (13305)

Required Component 1—Key Idea: Reading
Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13102	<p>The student will attend to or read to identify similar information in two sources and indicate “yes” or “no” to questions about the texts.</p> <p>(e.g., answering questions such as: Are the numbers the same? Is the information the same? Are the results the same? Are the names of the people the same? etc.)</p>	<ul style="list-style-type: none"> • Audio tape of the student indicating yes or no to the specific questions posed about information in two texts or articles
SAT13104	<p>The student will attend to literature to identify the author’s purpose by selecting the card (word or picture) that reflects the author’s purpose.</p>	<ul style="list-style-type: none"> • Video tape of the student attending and selecting the card that represents the author’s purpose
SAT13110	<p>The student will attend to texts about a historical event, identify the perspective of each text and indicate how they are different.</p>	<ul style="list-style-type: none"> • Video tape of the student identifying perspective and stating the difference between the two • Student work product consisting of a worksheet on which the student has indicated perspectives and differences
SAT13111	<p>The student will recognize his/her personal criteria of “like/dislike” about a story by selecting a stamp and stamping it on a worksheet of symbols for “happy, sad, scary and bored.”</p>	<ul style="list-style-type: none"> • Student work product of personal criteria of “like/dislike” related to the reason stamped on a picture representing the story
SAT13210	<p>The student will compare the validity of supporting details by matching it to similar information in other parts of the text.</p>	<ul style="list-style-type: none"> • Student work product of documentation of a detail and the multiple places it is found in a text
SAT13211	<p>The student will compare the author’s facts about a topic with their own personal experiences.</p>	<ul style="list-style-type: none"> • Student work product of a graphic organizer created or completed by the student showing similarities of facts on a topic to the student’s own experience

SAT13207	<p>The student will use personal criteria to evaluate the quality of literary works by giving reasons why he/she found the work enjoyable.</p> <p>(e.g., I like the rhythm of poem; the author talked a lot about how things looked so I could imagine them; the author used a lot of colorful words; etc.)</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student describing the criteria used to evaluate the literary work
SAT13304	<p>The student will recognize a strategy to determine the validity of information by answering questions about the author's purpose and perspective to determine validity.</p>	<ul style="list-style-type: none"> • Audio tape of the student answering questions related to the author's purpose and perspective and answering whether that validates the information presented by the author
SAT13305	<p>The student will indicate a personal opinion about a literary work from a set of personal criteria.</p> <p>(e.g., checking off each personal criteria achieved by the literary work and indicating whether he/she likes it or not; etc.)</p>	<ul style="list-style-type: none"> • Student work product of a student-developed personal criteria checklist with marks made on it by the student to indicate which criteria the literary work related to – The student indicates at the bottom of the checklist a specific opinion about the work

Required Component 2—Key Idea: Writing
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 61	<ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, to develop research reports • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format • Take research notes, using a note-taking process • Use outlines and graphic organizers, such as semantic webs, to plan reports • Include relevant and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Cite sources in notes and bibliography, using correct form • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing 	<ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas • Write accurate and complete responses to questions about informational material • Identify an appropriate format for sharing information such as outlines and graphic organizers • Write clear concise and varied sentences, developing a personal writing style and voice

Required Component 2—Key Idea: Writing

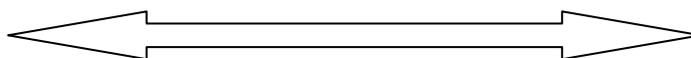
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 1

Less Complex

More Complex



The student will:

- connect details to main idea examples using a graphic organizer (21101)
- convey answers to literal questions about explicit text (“who”, “what”, “where”, “when”, and/or “how”) (21108)
- create a graphic organizer to record facts and/or ideas (21103)
- take notes to record data , facts, and/or ideas (21104)
- organize notes logically about a topic (21105)
- summarize informational text in own words (21109)
- create pictures, symbols, objects, etc. to communicate information (21107)

The student will:

- use a note-taking process, to record data, facts, and/or ideas (21201)
- recognize the relationship among the facts and/or ideas (e.g. importance, cause and/or effect, support, opposition, etc.) (21202)
- take notes distinguishing between relevant and irrelevant ideas, facts, or data (21206)
- takes notes identifying the main idea and/or its supporting details or examples (21204)
- compare and/or contrast facts, ideas, and/or data (21205)

The student will:

- use a note-taking process demonstrating relationships among relevant data, facts, and/or ideas from multiple informational texts (21301)
- compose clear sentences to answer literal questions or to present information (“who”, “what”, “where”, “when”, “how”, and/or “why”) about explicit informational text (21306)
- use information to support answers to literal questions (21303)
- use an outline or other organizer to share information (21304)
- compare and contrast ideas, facts, and/or data from informational text(s) (21307)

Required Component 2—Key Idea: Writing
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will identify the main idea and two or more supporting details by using a graphic organizer.	<ul style="list-style-type: none"> Student work product of a graphic organizer completed by the student with the main idea and supporting details added in the appropriate spots
SAT21108	<p>The student will convey answers to literal questions about an explicit text (who, what, where, when and/or how) from a set of choice cards for each question.</p> <p>(e.g., “News to You” worksheets with questions, etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student answering specific literal questions using his/her PECs or Boardmaker sheets
SAT21103	The student will create a graphic organizer to record basic facts or ideas from a text by selecting the information boxes that would best represent the facts or ideas in the text.	<ul style="list-style-type: none"> Student work product of the information boxes student selected to use in the creation of his/her graphic organizer to record facts or ideas from a text
SAT21104	The student will take notes to record data, facts, and/or ideas from informational text by selecting only those notes that are related to the text.	<ul style="list-style-type: none"> Video tape of the student reading or attending to a text and then looking at notes cards and indicating those that relate to the text
SAT21105	The student will organize the notes about the life cycle of a butterfly and other animals in logical sequence from the first stage to the last stage.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when organizing the stages of a life cycle of an animal in logical, sequential order
SAT21109	The student will summarize key points from an informational text using: his/her own words, verbalization, signing, symbols, pictures, etc.	<ul style="list-style-type: none"> Video tape or audio tape of the student summarizing key points from an informational text in his/her own words or interpretation of the key points
SAT21107	The student will select pictures to communicate information about the student’s favorite activities in school using the touch screen.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when communicating information by selecting his/her favorite activities
SAT21206	The student will take notes on a graphic organizer to distinguish between relevant and irrelevant ideas, facts, or data provided in a text.	<ul style="list-style-type: none"> Student work product of notes on a graphic organizer and relevant facts, data or ideas listed in one column and irrelevant facts, data or idea listed in another column

SAT21205	<p>The student will compare data about a specific topic in a chart or other graphic organizer.</p> <p>(e.g., the sale of apples in New York compared to other states; number of people in New York compared to other states; etc.)</p>	<ul style="list-style-type: none"> • Student work product of a chart with headings for New York and another state and under each the data specific to the state and one statement about how they compare
SAT21306	<p>The student will create a clear sentence to respond to literal questions using information from various resources for support.</p> <p>(e.g., possible literal questions presented: “Why did the American colonies revolt against Great Britain?” “How did the American colonies manage to win their independence from such a powerful country as Great Britain?” “What is an effect of the rising or lessening of the cost of gas?”)</p>	<ul style="list-style-type: none"> • Student work product of student-created clear sentences for each literal question asked based on an informational text
SAT21303	<p>The student will answer a literal question using a main idea and one or more supporting details from a text to validate his/her response.</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student using the information in the main idea and any supporting details to appropriately answer specific literal questions
SAT21304	<p>The student will select a graphic organizer that is most appropriate for sharing three or more relevant details from an informational text when given a set of graphic organizers.</p>	<ul style="list-style-type: none"> • Student work product of the appropriate graphic organizer to present the specific relevant details from an informational text
SAT21307	<p>The student will compare and contrast information on a graphic organizer to indicate similarities and differences found in an informational text that is related to an idea.</p>	<ul style="list-style-type: none"> • Student work product of the idea presented on a graphic organizer to indicate a comparison (similarities) of the information and contrast of the information (differences) related to a specific idea

Required Component 2—Key Idea: Writing
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 62	<ul style="list-style-type: none"> • Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<ul style="list-style-type: none"> • State an opinion or predict possible outcomes by providing supporting evidence • Select content and choose strategies for written presentation on the basis of audience, purpose, and content

Required Component 2—Key Idea: Writing

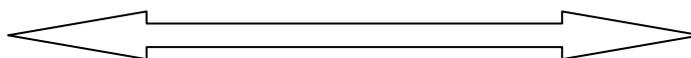
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 3

Less Complex

More Complex



The student will:

- recognize appropriate predictions based on text about possible outcomes (23101)
- recognize concepts of audience, purpose and/or content in text (23102)
- recognize that opinion-based writing requires facts, examples or reasons to support an opinion (23103)
- identify relevant and/or irrelevant information (23104)
- identify facts and/or opinions (23105)
- indicate an opinion about a text (23107)

The student will:

- make predictions about possible outcomes and/or explain reasoning using evidence (23208)
- compose persuasive, expository, or descriptive sentence(s) about one topic for a particular audience (23209)
- recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23203)
- share details to develop a description (23210)
- share details to develop exposition (23211)
- share facts to support an opinion (23212)
- use another resource to check the validity of one fact or example in persuasive writing (23213)

The student will:

- make a prediction about a possible outcome and provide supporting evidence (23306)
- indicate an opinion and provide supporting evidence for that opinion (23307)
- develop content for a composed presentation for a particular audience and/or purpose (23308)
- identify persuasive techniques in editorials or advertising (23309)
- use multiple resources to check the validity of fact(s) or example(s) in persuasive writing (23310)
- recognize one strategy that is necessary for effective persuasion, exposition (informational) and/or description (23311)
- compose a persuasive, expository (informational), or descriptive paragraph for a particular audience (23312)

Required Component 2—Key Idea: Writing
Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23101	The student will recognize or select a possible outcome from several given possibilities.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the appropriate predictions based on possible outcomes
SAT23102	The student will recognize the concept of audience by indicating the appropriate audience that goes with a specific text.	<ul style="list-style-type: none"> Student work product of pictures or symbols that represent the text and student selected pictures or symbols representing various audiences to go with the text
SAT23103	<p>The student will recognize that opinion-based writing requires facts to support the opinion by selecting a statement of fact to support a selected opinion about a given illustration depicting a situation.</p> <p>(e.g., FACT: “The man is in snowstorm with no coat.” supports an OPINION: ”The man is cold.”)</p>	<ul style="list-style-type: none"> Video tape of the student selecting a sentence strip that states opinion (“The man is cold” rather than the man is hungry or the man is too warm) -Then selecting the basis for that opinion from provided sentence strips, one of which coincides with the illustration (e.g., man is in snowstorm with no coat = the man is cold.)
SAT23104	The student will identify relevant and irrelevant information, when presented with a main idea and details from a text.	<ul style="list-style-type: none"> Student work product of a main idea and a supporting detail with a circle drawn around the relevant information and an ‘X’ placed over the irrelevant information
SAT23105	The student will identify facts by indicating which two pictures out of five pictures show factual events or the details of facts.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting two pictures that show factual events or the details of facts from a choice of five different pictures
SAT23107	The student will indicate an opinion by tapping his/her finger on the picture of a favorite recipe when given a cookbook with pictures of recipes.	<ul style="list-style-type: none"> Video tape of the student indicating his/her opinion of a favorite recipe
SAT23208	The student will predict an outcome of a story and the reasoning for the selection when given a set of pictures, symbols, or words.	<ul style="list-style-type: none"> Video tape of the student selecting a prediction from a series of sequential pictures and selecting pictures from two or more to support reasoning

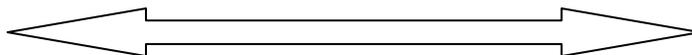
SAT23209	<p>The student will select a topic and create text that includes several persuasive statements appropriate for a particular audience about the topic.</p> <p>(e.g., teacher, parent, principal, another student, editor of the local/school newspaper, etc.)</p>	<ul style="list-style-type: none"> • Student work product of a letter the student wrote to the principal about school lunch
SAT23203	<p>The student will recognize the use of persuasion by locating an example of persuasion in a magazine(s) advertisement.</p>	<ul style="list-style-type: none"> • Video tape of the student looking through magazines to indicate an advertisement to show persuasion • Student work product of a collage of persuasive advertisements from various magazines
SAT23210	<p>The student will share details that provide enough description about an object or event that another person can identify the items or event being described.</p>	<ul style="list-style-type: none"> • Audio tape of the student providing details to another student or teacher to get them to recognize what the student is talking about
SAT23213	<p>The student will use an additional resource to validate a fact(s) found about a topic.</p> <p>(e.g., encyclopedia, internet, reference book to validate fact(s) in newspaper or textbook, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student looking up information in a resource to validate a fact(s) • Student work product of a worksheet the student completes providing a fact(s), the resource(s) used to validate fact(s) and a statement of validation from the resource(s)
SAT23307	<p>The student will create a text (minimum of one paragraph) in which he/she states an opinion and provides supporting evidence.</p>	<ul style="list-style-type: none"> • Student work product of a student-written paragraph(s) with the opinion and the factual supporting evidence to support the specific opinion
SAT23308	<p>The student will select a topic, collect facts and make posters to be used in a presentation to the class.</p>	<ul style="list-style-type: none"> • Student work product of posters showing facts and details the student will share in presentation
SAT23309	<p>The student will identify one or more persuasive techniques when given an advertisement.</p> <p>(e.g., comparison, exaggeration, etc.)</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student pointing out or otherwise indicating the specific persuasive techniques used in the advertisement
SAT23312	<p>The student will compose a persuasive paragraph to convince the class to have a bake sale and give the money earned to charity rather than saving it for something for the classroom or school.</p>	<ul style="list-style-type: none"> • Student work product of a persuasive paragraph • Audio tape of the student presenting his/her persuasive paragraph to the class

Mathematics
NYSAA Frameworks

Grade 8

GLIs and Essences
Grade 8 – Mathematics
8**Required Component 1—** Strand: Geometry**Choice Component 1—** Band: Geometric Relationships

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 86	8.G.1	Identify pairs of vertical angles as congruent	<ul style="list-style-type: none"> Identify pairs of vertical, supplementary, and complementary angles and calculate the missing angle measurements when given two intersecting lines and an angle Determine angle pair relations and calculate the missing angle measurement when given two parallel lines cut by a transversal
	8.G.2	Identify pairs of supplementary and complementary angles	
	8.G.3	Calculate the missing angle in a supplementary or complementary pair	
	8.G.4	Determine angle pair relationships when given two parallel lines cut by a transversal	
	8.G.5	Calculate the missing angle measurements when given two parallel lines cut by a transversal	
	8.G.6	Calculate the missing angle measurements when given two intersecting lines and an angle	

Required Component 1— Strand: Geometry
Choice Component 1— Band: Geometric Relationships
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships
Less Complex

More Complex
The student will:

- sort models or pictures of shapes to determine which are congruent (same size and shape) and which are not congruent (31104)
- sort models or pictures of pairs of lines to determine which are parallel and which are not parallel (31105)
- identify shapes that contain angles (31103)

The student will:

- identify pairs of congruent angles (31201)
- identify pairs of vertical angles and determine if they are congruent (31204)
- determine the measure of the missing angle when given the measure of one of a pair of vertical angles (31203)

The student will:

- identify pairs of supplementary angles (31301)
- calculate the missing angle of a pair of supplementary angles (31302)

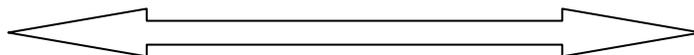
Required Component 1— Strand: Geometry
Choice Component 1— Band: Geometric Relationships
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31104	The student will sort a variety of shapes by identifying pairs of congruent (same size and shape) shapes.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting, from a set of three or more shapes, the shape that is congruent to the given shape
SAT31105	The student will sort parallel segments and/or lines into one pile and non parallel segments and/or lines into another pile.	<ul style="list-style-type: none"> Video tape of the student grouping parallel lines together in one pile and non parallel lines in another pile
SAT31103A	The student will identify shapes that contain angles. (31103)	<ul style="list-style-type: none"> Student work product containing multiple shapes with student markings that show only those shapes that contain an angle(s)
SAT31103B	The student will identify a shape with angles by eye-gazing to a square.	<ul style="list-style-type: none"> Video tape of the student being presented with two shapes and when asked “which shape has an angle” the student eye-gazes to the appropriate shape
SAT31201	The student will determine which angles are congruent (same shape and size) by placing them on top of each other to see which match.	<ul style="list-style-type: none"> Video tape of the student matching angles and indicating which are congruent Student work product of congruent angles matched on a worksheet
SAT31204	The student will identify pairs of vertical angles and will indicate if the angles are congruent.	<ul style="list-style-type: none"> Student work product of pictures of vertical angles with a check mark placed next to the angles that are congruent
SAT31301A	The student will identify pairs of supplementary angles (sum of angles is 180 degrees).	<ul style="list-style-type: none"> Student work product of pictures selected by the student of supplementary angles Student work product of straight lines and rays drawn by the student and the identification of pairs of supplementary angles
SAT31301B	<p>The student will identify pairs of supplementary angles by putting together a puzzle with pieces containing supplementary angles.</p> <p>(e.g., Student correctly identifies the piece with the angle that fits with a given angle.)</p>	<ul style="list-style-type: none"> Video tape of the student putting a puzzle together with pieces that contain supplementary angles

GLIs and Essences
Grade 8 – Mathematics
8**Required Component 1—** Strand: Geometry**Choice Component 2—** Band: Transformational Geometry

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 86	8.G.7	Describe and identify transformations in a plane, using proper function notation (rotations, reflections, translations, and dilations)	<ul style="list-style-type: none"> Describe, identify, and draw transformations in a plane (rotations, reflections, translations and dilations) Identify the properties preserved and not preserved under a reflection, rotation, translation and dilation
	8.G.8	Draw the image of a figure under rotations of 90 and 180 degrees	
	8.G.9	Draw the image of a figure under a reflection over a given line	
	8.G.10	Draw the image of a figure under a translation	
	8.G.11	Draw the image of a figure under dilation	
	8.G.12	Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation	

AGLIs
Grade 8 – Mathematics
8
Required Component 1— Strand: Geometry
Choice Component 2— Band: Transformational Geometry
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Geometry-Transformational Geometry
Less Complex
More Complex


The student will:

- identify or interpret images resulting from translations (slides) using one or more types of models (32102)
- recognize the image of a figure or shape that has been rotated (turned), translated (slide), dilated (shrunk or enlarged) or reflected (flipped) (32103)

The student will:

- identify or interpret images resulting from translations (slides) and/or reflections (flips) using one or more types of models (32202)

The student will:

- identify and interpret images resulting from translations (slides), reflections (flips), rotations (turns) and/or dilations (shrinks or enlargements) (32302)

Required Component 1— Strand: Geometry

Choice Component 2— Band: Transformational Geometry

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32102A	The student will show or identify a translation (slide) using a model or manipulative.	<ul style="list-style-type: none"> Video tape of the student completing puzzles that require the student to find the correct orientation of the piece (e.g., non-interlocking, interlocking, form boards)
SAT32102B	<p>The student will select the shape that completes a square, rectangle, and/or other simple geometric figure(s).</p> <p>(e.g., an “L” made of four squares)</p>	<ul style="list-style-type: none"> Student work product of a journal showing the initial position of a shape and the results of the student sliding the shape (e.g., an “L” made of four squares) to the right, left, up, and/or down a certain number of units (e.g., slide the shape two units down on a small grid.)
SAT32103A	The student will recognize a figure when the figure is dilated (enlarged or shrunk) given a couple of choices showing the figure differently.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the given image and then selecting the enlarged version of it
SAT32103B	The student will identify images that have been reflected (flipped) by matching them to their corresponding shapes (not flipped).	<ul style="list-style-type: none"> Student work product showing shapes the student matched (pasted on a worksheet or lines drawn to match shapes)
SAT32202	The student will show or identify translations (slides) and/or reflections (flips) using models, manipulatives and/or pictures.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when naming the transformation when the teacher slides and/or flips a shape on a board or grid Sequenced, captioned, dated photographs of the student sliding a shape in a certain direction for a given number of units and/or flip the shape over a given line

SAT32302	The student will identify and interpret translations (slides), reflections (flips), rotations (turns) and/or dilations using models, manipulatives and/or pictures.	<ul style="list-style-type: none">• Sequenced, captioned, dated photographs of the student making a repeating shape pattern by using flips and/or turns of geometric shapes• Data Collection Sheet recording student performance when naming the transformation when the teacher slides, flips, turns and/or dilates a shape on a board
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GLIs and Essences
Grade 8 – Mathematics
8
Required Component 2— Strand: Algebra
Choice Component 1— Band: Variables and Expressions

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 84	8.A.1	Translate verbal sentences into algebraic inequalities	<ul style="list-style-type: none"> • Translate verbal sentences into algebraic inequalities • Write verbal expressions that match given mathematical expressions • Determine the relationship between a description of a situation and its graph • Use physical models to perform operations with polynomials
	8.A.2	Write verbal expressions that match given mathematical expressions	
	8.A.3	Describe a situation involving relationships that matches a given graph	
	8.A.4	Create a graph given a description or an expression for a situation involving a linear or nonlinear relationship	
	8.A.5	Use physical models to perform operations with polynomials	

AGLIs		8
Grade 8 – Mathematics		
Required Component 2— Strand: Algebra		
Choice Component 1— Band: Variables and Expressions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> compare quantities of objects using the symbols ($=$, $>$, or $<$) related to the terms (equal to, greater than or less than) (41103) compare numerals using the symbols ($=$, $>$, $<$, or \neq) related to the terms (equal to, greater than, less than or not equal) (41104) translate verbal/written sentences into algebraic sentences using numerals and the symbols $+$, $=$ and/or \neq (41105) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols $+$, $-$, \times, \div, $=$, \neq, $>$ and/or $<$ (41203) identify correct number sentences that use any of the symbols $+$, $-$, \times, \div, $=$, \neq, $>$ and/or $<$ (41204) evaluate numerical expressions (41205) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols $+$, $-$, \times, \div, $=$, \neq, $>$, $<$, \geq and/or \leq (41304) complete and/or identify correct number sentences that use any of the symbols $+$, $-$, \times, \div, $=$, \neq, $>$, $<$, \geq and/or \leq (41305) create verbal expressions that match given mathematical expressions (41306) evaluate and/or simplify algebraic expressions (41307)

Required Component 2— Strand: Algebra

Choice Component 1— Band: Variables and Expressions

SAMPLE ASSESSMENT TASKS (SATs)

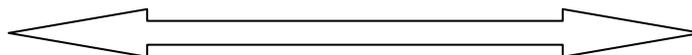
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41103A	The student will compare quantities of objects relating to the symbols ($>$, $<$, $=$) when given two sets of CDs and will identify which set is greater than ($>$), less than ($<$) or equal to ($=$) by placing the correct symbol between the sets.	<ul style="list-style-type: none"> Video tape of the student placing the symbols cards between the sets when different sets are compared
SAT41103B	The student will indicate the correct set to complete the expression when presented with a given set and the symbol less than ($<$). (e.g., 2 books $<$ 7 books; 4 apples $<$ 9 apples, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the appropriate set
SAT41104	The student will indicate the appropriate card to represent a comparison of greater than or less than between two numbers when given two sets of numbers and various symbol cards ($<$, $>$). (e.g., $10 ? 4$; $2 ? 6$; $3 ? 1$, etc.)	<ul style="list-style-type: none"> Student work product of sets of numbers and symbol cards pasted between the numbers
SAT41105	The student will listen to a simple verbal sentence and will translate it to represent the sentence using numerals and symbols. (e.g., “two equals two”, “four does not equal three”, “one apple plus two apples”, etc.)	<ul style="list-style-type: none"> Student work product of a student journal of verbal or written sentences given by the teacher and the student’s translation using numerals and symbols
SAT41204	The student will identify the correct number sentence stated by the teacher by stamping the correct one on a paper out of a choice of three. (e.g., $3+5=8$; $5-3=8$; $3-8=5$)	<ul style="list-style-type: none"> Student work product with the correct number sentences identified
SAT41205	The student will evaluate (solve) numerical expressions by filling-in or selecting the missing number or symbol. (e.g., $3 _ 5 = 8$ given $<$, $+$, and $=$; $5 - \square = 3$ given 4, 7, 2; etc.)	<ul style="list-style-type: none"> Video tape of the student looking at the given expression and with choice cards available to him/her selecting the card that correctly completes the expression

SAT41305	The student will use mathematical symbols to complete number sentences.	<ul style="list-style-type: none">Sequenced, captioned, dated photographs of the student selecting the correct symbol, =, > or <, that shows the relationship between objects
SAT41306	The student will create a verbal expression when given or read a mathematical expression.	<ul style="list-style-type: none">Audio tape of the student giving verbal expressions for given mathematical expressions

GLIs and Essences
Grade 8 – Mathematics
8
Required Component 2— Strand: Algebra
Choice Component 2— Band: Patterns, Relations and Functions

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 85	8.A.15	Understand that numerical information can be represented in multiple ways, arithmetically, algebraically, and graphically	<ul style="list-style-type: none"> • Understand, create and interpret numerical information using equations, tables of values, and graphs • Correctly use the terminology function, relation, domain and range
	8.A.16	Find a set of ordered pairs to satisfy a given linear numerical pattern (expressed algebraically); then plot the ordered pairs and draw the line	
	8.A.17	Define and use correct terminology when referring to a function (domain and range)	
	8.A.18	Determine if a relation is a function	
	8.A.19	Interpret multiple representations using equation, table of values, and graph	

Required Component 2— Strand: Algebra
Choice Component 2— Band: Patterns, Relations and Functions
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Algebra-Patterns, Relations and Functions
Less Complex

More Complex

The student will:

- recognize repeating patterns in nature, art, music or literature (43105)
- duplicate or extend repeating patterns in nature, art, music or literature (43106)
- when given a repeating or growing number and/or shape pattern, duplicate the pattern (43107)
- when given a repeating number and/or shape pattern, extend the pattern (43108)

The student will:

- when given a growing number and/or shape pattern, extend the pattern (43203)
- when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern (43204)

The student will:

- when given a number and/or shape pattern in the form of a list or table, extend the pattern (43305)
- when given a number and/or shape pattern in the form of a list or table, fill in the missing element in the pattern (43306)
- create a number and/or shape pattern (43307)
- identify the rule for a number pattern (43308)

Required Component 2— Strand: Algebra
Choice Component 2— Band: Patterns, Relations and Functions
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT43105	The student will recognize (through facial expression, vocalization, body movement, etc.) a pattern of sensations when touching a pattern of textures (e.g., cotton/sandpaper, leaf/rock) or listening to a pattern of sounds (e.g., piano/drum).	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recognizing a textured pattern or sound pattern Data Collection Sheet recording student performance when recognizing varying patterns of textures, shapes or sounds
SAT43106A	The student will duplicate a simple A-B texture pattern by indicating through facial expression, vocalization, body movement, yes or no response, etc. a texture pattern that would duplicate the original pattern. (e.g., cotton/sandpaper, leaf/rock etc.)	<ul style="list-style-type: none"> Video tape of the student presented with a pattern (A), then presented with the same pattern (B) and then a different pattern as the student answers through a yes or no response, if the last pattern is the same as the A-B pattern
SAT43106B	The student will perform movements in time to drummed patterns in music.	<ul style="list-style-type: none"> Video tape or audio tape of the student duplicating the pattern in drummed music
SAT43108	The student will extend a pattern when given a repeating number pattern. (e.g., 1, 2, 1, 2, ___; 3, 2, 1, 3, 2, 1, ___; etc.)	<ul style="list-style-type: none"> Student work product of repeating number patterns with a line filled-in at the end of the pattern to extend it
SAT43203	The student will extend a pattern when given a growing number or shape pattern. (e.g., 2, 3, 4, 5, ___?___; 2, 5, 8, ___?___;  ___?___; etc.)	<ul style="list-style-type: none"> Student work product of a growing number or shape pattern with the student using shapes or number stickers to extend a growing pattern
SAT43204	The student will fill-in the missing element in a repeating number pattern. (e.g., 4, 1, 4, 1, __, 1; 8, 6, 7, 8, __, 7; etc.)	<ul style="list-style-type: none"> Student work product of repeating number patterns with a missing element filled-in
SAT43307	The student will create a number and/or shape pattern and then will extend the pattern two or three more times.	<ul style="list-style-type: none"> Student work product of a scrapbook of numeric patterns created by the student and then extended by the student
SAT43308	The student will describe the rule for finding the next element of a number pattern.	<ul style="list-style-type: none"> Video tape or audio tape of the student describing the rule for finding the next element of a number pattern

Science
NYSAA Frameworks

Grade 8

Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 1—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 5	<p>S2.1 Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information.</p> <p>S2.1a demonstrate appropriate safety techniques</p> <p>S2.1b conduct an experiment designed by others</p> <p>S2.1c design and conduct an experiment to test a hypothesis</p> <p>S2.1d use appropriate tools and conventional techniques to solve problems about the natural world, including:</p> <ul style="list-style-type: none"> • measuring • observing • describing • classifying • sequencing <p>S2.2 Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments.</p> <p>S2.2a include appropriate safety procedures</p> <p>S2.2b design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models)</p> <p>S2.2c design a simple controlled experiment</p> <p>S2.2d identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment</p> <p>S2.2e choose appropriate sample size and number of trials</p> <p>S2.3 Carry out research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation.</p> <p>S2.3a use appropriate safety procedures</p> <p>S2.3b conduct a scientific investigation</p> <p>S2.3c collect quantitative and qualitative data</p>	<ul style="list-style-type: none"> • Use appropriate techniques, tools, and safety procedures to design and conduct scientific investigations • Record quantitative and qualitative data

Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 1—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2

Less Complex

More Complex

The student will:

- recognize one technique for conducting scientific investigations (12105)
- recognize tools used for scientific investigations (12106)
- recognize a safety hazard associated with a scientific investigation (12103)
- recognize results of an investigation (12107)

The student will:

- identify simple techniques used during scientific investigations (12201)
- identify tools needed for a scientific investigation (12202)
- identify a safety procedure for a scientific investigation (12203)
- conduct all steps of a simple scientific investigation (12204)
- identify results of an investigation (12207)

The student will:

- design a simple scientific investigation (12303)
- assemble tools needed for a scientific investigation (12307)
- implement a technique that is appropriate to answer a specific question (12308)
- use appropriate safety procedures during a scientific investigation (12302)
- recognize independent variables, dependent variables, and constants in a simple investigation (12304)
- record results of an investigation (data) (12309)
- record qualitative and quantitative results of an investigation (12305)

Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 1—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12105A	The student will recognize which choice is a technique for conducting a scientific investigation by selecting from two choices. (e.g., filling a graduated cylinder, weighing an object on a balance, reading a thermometer, etc.)	<ul style="list-style-type: none"> Student work product showing the student selecting from words, photographs, and/or symbols representing techniques for conducting a scientific investigation
SAT12105B	Given a magnet and a group of metal and nonmetal objects, the student will identify objects that are magnetic by picking them up with the magnet.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student demonstrating the technique of using a magnet to figure out what objects are magnetic
SAT12106	The student will recognize which tool is used for scientific investigations by selecting from two choices. (e.g., pictures of a measuring cup and a thermometer for an investigation of water temperature using water at room temperature and in the refrigerator)	<ul style="list-style-type: none"> Video tape of the student selecting common scientific tools identified for an investigation
SAT12103	The student will recognize which choice is a safety hazard associated with a scientific investigation by selecting the picture of the object from a choice of two that shows an unsafe practice. (e.g., loose hair, baggy clothes, drinking from a beaker, test tube pointing toward student's face, etc.)	<ul style="list-style-type: none"> Student work product showing the student selecting from words, photographs, and/or symbols representing a safety hazard associated with a scientific investigation
SAT12107	The student will recognize the results of an investigation by selecting the object or picture that represents the results. (e.g., the plant wilted, the water froze, the rock sunk, etc.)	<ul style="list-style-type: none"> Student work product showing the student selecting from words, photographs and/or symbols representing the results of an experiment

SAT12201	The student will identify a simple technique used during a scientific investigation by naming it. (e.g., filling a graduated cylinder, weighing an object on a balance, reading a thermometer, etc.)	<ul style="list-style-type: none"> • Video tape showing the student naming (verbally, written, using augmented communication) a simple technique used during a scientific investigation
SAT12202	The student will identify two or more tools needed for a scientific investigation by naming them. (e.g., beaker, graduated cylinder, balance, microscope, eye dropper, etc.)	<ul style="list-style-type: none"> ○ Student work product showing the student naming (verbally, written, using augmented communication) two or more tools needed for a scientific investigation
SAT12203	The student will identify a safety procedure by naming one procedure conducted during a scientific investigation. (e.g., wearing goggles, apron, tying back hair, following directions, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student naming (verbally, written, using augmented communication) a safety procedure for a scientific investigation
SAT12204	The student will conduct all steps of a simple scientific investigation. (e.g., sink/float, ball/cube on ramp, freeze/thaw temperatures, etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance on all steps of the investigation
SAT12207	The student will identify the result of the experiment by selecting from two or more choices.	<ul style="list-style-type: none"> • Student work product showing the student correctly selecting from a list, photographs, or symbols that depict the results of an experiment
SAT12303	The student will design a simple scientific investigation that is appropriate to answer a specific question. (e.g., what will happen if we deprive a plant of light—student indicates steps to design the investigation)	<ul style="list-style-type: none"> • Student work product showing the design of a simple scientific investigation that is appropriate to answer a specific question (showing by words, drawings, symbols or computer graphics)
SAT12307	The student will assemble tools needed for a scientific investigation. (e.g., The student gathers materials such as a ruler to do an experiment to measure the growth of a plant.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the tools assembled by the student for the investigation
SAT12308	The student will implement a technique that is appropriate to answer a specific question. (e.g., placing a magnet over two different piles of objects to see which one is magnetic)	<ul style="list-style-type: none"> • Video tape of the student implementing a technique that is appropriate to answer a specific question

SAT12302	<p>The student will use correct safety procedures for a scientific investigation.</p> <p>(e.g., wearing goggles, apron, tying back hair, following directions, etc.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording performance of the student using safety procedures for a scientific investigation • Sequenced, captioned, dated photographs of the student wearing goggles while conducting an investigation
SAT12304	<p>The student will recognize the independent variables, dependent variables, and constants in a simple investigation by selecting from a choice of two possibilities.</p>	<ul style="list-style-type: none"> • Student work product showing the student correctly selecting from a list, photographs, or symbols representing the independent variables, dependent variables, and constants in a simple investigation
SAT12309	<p>The student will record the results of an investigation.</p> <p>(e.g., record the results of what happens when a ball slides down ramps of various heights)</p>	<ul style="list-style-type: none"> • Student work product showing data collected by the student for the investigation
SAT12305	<p>The student will record the quantitative results of an investigation.</p>	<ul style="list-style-type: none"> • Student work product (graph, chart, list, drawings, photograph) showing the quantitative results of an investigation

Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)
Choice Component 2—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 5–6	<p>S3.1 Design charts, tables, graphs and other representations of observations in conventional and creative ways to help the address their research question or hypothesis.</p> <p>S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships</p> <p>S3.1b generate and use scales, create legends, and appropriately label axes</p> <p>S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.</p> <p>S3.2a accurately describe the procedures used and the data gathered</p> <p>S3.2b identify sources of error and the limitations of data collected</p> <p>S3.2c evaluate the original hypothesis in light of the data</p> <p>S3.2d formulate and defend explanations and conclusions as they relate to scientific phenomena</p> <p>S3.2e form and defend a logical argument about cause-and-effect relationships in an investigation</p> <p>S3.2f make predictions based on experimental data</p> <p>S3.2g suggest improvements and recommendations for further studying</p> <p>S3.2h use and interpret graphs and data tables</p> <p>S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.</p>	<ul style="list-style-type: none"> • Organize data (results) using graphs, diagrams, tables, and models • Draw conclusions based on data from an investigation

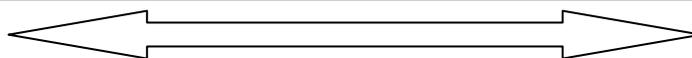
Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 2—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 3

Less Complex



More Complex

The student will:

- recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models (13101)
- recognize the cause of an event (13104)
- recognize the effect of an event (13105)
- demonstrate a cause and effect relationship (13106)
- recognize whether an event is possible based on the results of the investigation (13107)

The student will:

- record results of an investigation in a graph, diagram, table, or model (13201)
- identify simple trends in the results of investigations (13202)
- identify the cause and effect relationships of an event (13204)
- identify a conclusion based on the results of an investigation (13205)

The student will:

- compare results of investigation(s) using graphs, diagrams, tables, or models (13304)
- describe simple trends in the results of investigations (13302)
- explain a conclusion based on the results of an investigation (13303)
- predict future events based on results of the investigation (13305)

Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 2—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101A	<p>The student will recognize the results of investigations presented using graphs and concrete objects.</p> <p>(e.g., Show the student a line graph indicating the distance an object travels. Have the student point to the place on the graph where the object traveled after a specific period of time.)</p>	<ul style="list-style-type: none"> Student work product showing marks that the student (or teacher marks for student) made indication of the results of an investigation on a graph
SAT13101B	<p>The student will recognize the results of an investigation by determining if there are more boys or girls in class today using stack blocks that were placed in piles by students as they entered the classroom.</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student determining the results of the investigation on number of boys and girls in class
SAT13104	<p>The student will recognize the cause of an event by selecting from two choices the one which is the logical cause.</p> <p>(e.g., choice between the sun and a ball which caused ice to melt)</p>	<ul style="list-style-type: none"> Data Collection Sheet recording the performance of the student's selection of the cause
SAT13105	<p>The student will recognize the effect of an event by selecting from two choices that which is the logical effect.</p> <p>(e.g., choice between puddle and block of ice when water is heated)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the effect of an event 1. The student looking at the event and effect choices 2. The student making a selection 3. The student placing the choice onto a worksheet
SAT13106	<p>The student will demonstrate a cause and effect relationship.</p> <p>(e.g., Given a switch-operated audio tape player and the switch and a non related object, ask the student to operate the audio tape player)</p>	<ul style="list-style-type: none"> Video tape of the student demonstrating the cause and effect relationship

SAT13107	<p>The student will recognize when shown the results of an investigation whether an event is possible by indicating yes or no.</p> <p>(e.g., Investigate the growth of a small flower - when presented with a seed or a larger flower as the outcome, the student would select which is the possible result from the small flower)</p>	<ul style="list-style-type: none"> • Student work product showing the student's selection of the possible results of the investigation
SAT13201	<p>The student will record the results of an investigation in a graph (diagram).</p> <p>(e.g., In the classroom, the student will place colored bingo chips on a pre-designed diagram of the classroom layout indicating the desk of students with red shirts, blue shirts, and green shirts.)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student recording the results of an investigation in a graph (diagram)
SAT13202	<p>The student will identify simple trends in the results of investigations.</p> <p>(e.g., using previously recorded data regarding distance a bird traveled, ask the student to identify the trend by pointing to the place on the graph where he/she would expect the bird to travel at a later time in the experiment; using previously recorded data about temperatures in the month of July, ask the student to identify the trend by eye gazing to the next temperature he/she would expect in July; etc.)</p>	<ul style="list-style-type: none"> • Student work product showing trends indicated by the student
SAT13204	<p>The student will identify the cause and effect relationship of an event by selecting from choice cards.</p> <p>(e.g., given two series of pictures – Sun, ice cube, puddle and Sun, hamburger, car – the student will select the series that shows a cause and effect relationship)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when the student selects by eye-gaze, pointing, augmented communication, or verbalizing the cause and effect relationship
SAT13205	<p>The student will identify a conclusion based on the results of the investigation by selecting from two or more choices, one of which illustrates the result.</p> <p>(e.g., after completing an investigation looking at what plants need to grow and given photographs or actual objects of water and a rock, students will select the correct object based on the outcome of the experiment)</p>	<ul style="list-style-type: none"> • Video tape of the student selecting from a list, photographs, or symbols representing different conclusions which is the correct conclusion based on the results of the experiment

SAT13304	<p>The student will compare the results of an investigation using a table.</p> <p>(e.g., students will record the temperature of the classroom at 10:00 AM and 2:00 PM and compare the morning temperature to the afternoon temperature – warmer/colder)</p>	<ul style="list-style-type: none"> • Student work product showing the student’s comparison indicating warmer or colder at each time of day on the table
SAT13302	<p>The student will identify trends by comparing results of an investigation repeated several times using graphs to record the results and answering questions about the trends in the results.</p> <p>(e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00AM and 2:00 PM daily for 5 days, the group will construct individual graphs of each day’s results, and the student will describe the trends in the results of the investigation)</p>	<ul style="list-style-type: none"> • Video tape of the student looking at the results of the graphs and describing the trends of the investigations based on the teacher questions
SAT13303	<p>The student will explain a conclusion based on the results of an investigation.</p> <p>(e.g., explain which object will travel farther based on the weight of the objects using the results of an investigation in which weight was a determining factor in distance traveled by a car on a hill)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when answering questions about possible conclusions by pointing to different objects
SAT13305	<p>The student will predict future events based on the results of an investigation.</p> <p>(e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00 AM and 2:00 PM daily for 5 days, the group will construct individual graphs of each day’s results and then the student will predict tomorrow’s temperatures)</p>	<ul style="list-style-type: none"> • Student work product of a graph of temperatures and the student’s recording of a weather prediction for the next day

Required Component 2— Standard: 4: The Living Environment

Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 17–18	<p>5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</p> <p>5.1a Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.</p> <p>5.1b An organism’s overall body plan and its environment determine the way that the organism carries out the life processes.</p> <p>5.1c All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.</p> <p>5.1d The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.</p> <p>5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.</p> <p>5.1f Regulation of an organism’s internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal feedback systems.</p> <p>5.1g The survival of an organism depends on its ability to sense and respond to its external environment.</p>	<ul style="list-style-type: none"> • Understand that all organisms require energy and nutrients and obtain them in a variety of ways • Understand that all organisms attempt to maintain a balanced condition from their design and response • Understand that organisms require food to maintain a healthy condition

Performance Indicators (continued)	
	<p>5.2 Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.</p>
5.2a	Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.
5.2b	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
5.2c	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
5.2d	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
5.2e	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
5.2f	Contraction of infectious disease, and personal behaviors such as the use of toxic substances and some dietary habits, may interfere with one's dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.

Required Component 2— Standard: 4: The Living Environment

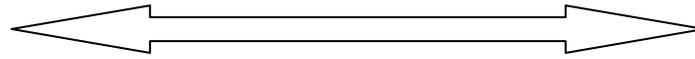
Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 5

Less Complex

More Complex



The student will:

- recognize one or more components that most organisms need to live and maintain health (e.g. food, water, air, sunlight, etc.) (23107)
- recognize an aspect of an organism's design that helps the organism get food (23102)
- recognize an aspect of an organism's response that helps the organism get food, water, air or sunlight (23108)
- recognize the functions of the basic parts of plants (23109)
- recognize some behaviors of organisms that help it maintain a healthy condition (23110)

The student will:

- recognize that organisms get energy or nutrients from food (23210)
- identify two or more of the components that most organisms need to live and maintain health (e.g. food, water, air, sunlight, etc.) (23207)
- identify an aspect of an organism's design that helps the organism get food (23203)
- identify an aspect of an organism's response that helps the organism get food, water, air or sunlight (23208)
- identify the features that enable a plant or animal to survive in its environment (23209)
- identify the function of animal organ systems (23206)

The student will:

- identify the differences in the ways that plants and animals get energy or nutrients (23306)
- identify that organisms need food to live, maintain health and a balanced condition (23307)
- identify how an aspect of an organism's design helps the organism get food (23303)
- identify how the responses of organisms help them get food, water, air or sunlight (23308)
- recognize that animals need a balanced diet to maintain health (23309)

Required Component 2— Standard: 4: The Living Environment
Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23107A	<p>The student will recognize a component that most organisms need to live: food, water, air, sunlight by eye-gazing to an item.</p> <p>(e.g., presented with the choice of the sun or an IPOD, student will select which choice most organisms need to live)</p>	<ul style="list-style-type: none"> Data Collection Sheet recording performance of the student indicating by eye-gaze what most organisms need to live
SAT23107B	<p>Given a cup of water and crackers and asked to identify something a plant needs to live, the student will indicate by touching the cup of water that plants need water to live.</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at choices and selecting which one a plant needs to live
SAT23102	<p>The student will recognize an aspect of an organism's design that helps the organism get food.</p> <p>(e.g., carnivores such as bears and hawks have claws to catch and hold their prey; animals such as cows and goats do not need claws as they eat plants and do not seek prey, etc.)</p>	<ul style="list-style-type: none"> Student work product in which the student matches animals with their design that helps them get food (e.g. worksheet, identifying animals with claws)
SAT23108	<p>The student will recognize an aspect of an organism's response that helps the organism get water and sunlight by pointing to the picture that illustrates the response.</p> <p>(e.g., a plant has two responses to get water and sunlight: 1. roots grow towards water and nutrients – usually down; 2. stems and leaves grow towards sunlight – usually up; a plant will turn toward the window to get sun, when turned away it will turn toward the window again)</p>	<ul style="list-style-type: none"> Video tape of the student indicating by pointing to which choice is an aspect of an organism's response that helps the organism get food, water, air or sunlight
SAT23109	<p>The student will match basic plant parts to their function.</p> <p>(e.g., leaves – absorb sunlight, roots – absorb nutrients and water, flowers – reproduction)</p>	<ul style="list-style-type: none"> Student work product of matched basic plant parts to their function

SAT23210	<p>The student will recognize how an organism gets energy and/or nutrients from food by selecting from two choices which choice illustrates this basic function.</p> <p>(e.g., given two pictures -one of a boy eating a hamburger and one of a boy playing football- the student will select the picture that illustrates how an organism gets energy and/or nutrients from food; or selecting from a magazine, catalog, flyer, or concrete items, the student will select the item that supplies energy or nutrients to an organism)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the concrete items that supply energy or nutrients to an organism
SAT23207	<p>The student will identify two or more of the components that most organisms need to live: food, water, air, sunlight by selecting from array of pictures.</p> <p>(e.g., given a selection of items – banana, bottle water, sunlight, IPOD, X-Box, or car, the student will select the components that most organisms need to live)</p>	<ul style="list-style-type: none"> Video tape of the student creating a collage of pictures that are components that most organisms need to live
SAT23203	<p>The student will identify an aspect of an animal’s design that helps the animal get food.</p> <p>(e.g., given a bird, the student will identify the beak; given a frog, the student will identify the tongue; given a bear, the student will identify the claw or teeth as an aspect of an organism’s design that helps the organism get food)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the aspect of an organism’s design that helps the organism get food
SAT23208	<p>The student will identify an aspect of an organism’s response that helps the organism get food.</p> <p>(e.g., the student is asked where plants absorb sunlight and the student points to the leaves on the plant; the student is asked where a plant absorbs water and the student points to the roots of the plant; etc.)</p>	<ul style="list-style-type: none"> Video tape of the student identifying the aspects of an organism’s response that helps the organism get food, water, air or sunlight
SAT23209A	<p>The student will specify the features of an animal that enable it to survive in its environment.</p> <p>(e.g., animals that live in a desert will have different features than animals that live in the woods)</p>	<ul style="list-style-type: none"> Student work product consisting of a chart listing different animals and their features for survival

SAT23209B	<p>The student will identify features that enable a plant or animal to survive in its environment.</p> <p>(e.g., mammal-fur, bird-wings, chameleon - camouflage, cactus-storing water, trees-long roots, etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student grouping animals by similar features that enable the animal to survive in its environment (e.g. fur – bear, dog, storing water – camel, camouflage – zebra, chameleon)
SAT23206	<p>The student will match organ systems to their functions.</p> <p>(e.g. reproductive system to offspring, skeletal system to support, digestive system to breaking down food)</p>	<ul style="list-style-type: none"> Student work product matching organ systems to their functions
SAT23306	<p>The student will identify the different ways that plants and animals get energy or nutrients by selecting the pictures that represent these different processes.</p> <p>(e.g., animals eat plants or other animals for energy)</p>	<ul style="list-style-type: none"> Data Collection Sheet recording the performance of student selecting “absorb” (word or photo card with symbol for roots) or “eat” (word or photo card with symbol for mouth) when presented with pictures of different plants and animals
SAT23303	<p>The student will identify how an aspect of an organism’s design helps the organism get food.</p> <p>(e.g., plant eaters have flat teeth for grinding plant material, animal eaters have pointy teeth for tearing meat, giraffes have long necks to eat from higher branches, frogs have long tongues to capture food far away, etc.)</p>	<ul style="list-style-type: none"> Student work product with Xs showing the student’s responses to how an aspect of an organism’s design helps the organism get food
SAT23308	<p>The student will identify how the responses of organisms help them get food.</p> <p>(e.g., hiding until the prey comes close, sneaking up on prey, etc.)</p>	<ul style="list-style-type: none"> Audio tape of the student answering questions after watching video clips of animals obtaining food and indicating how the animal’s actions helped it obtain food
SAT23309	<p>The student will recognize that animals need a balanced diet to maintain health by creating a healthy food chart.</p> <p>(e.g., select pictures from magazines, catalogs, and/or supermarket flyers representing foods that will help them maintain health)</p>	<ul style="list-style-type: none"> Student work product showing items selected to represent food needed to maintain health

Required Component 2— Standard: 4: The Physical Setting/Earth Science

Choice Component 2—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 24–25	<p>3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.</p> <p>3.1a Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.</p> <p>3.1b Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.</p> <p>3.1c The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends upon the attractive forces among its particles.</p> <p>3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.</p> <p>3.1e A liquid has a definite volume, but takes the shape of a container.</p> <p>3.1f A solid has definite shape and volume. Particles resist a change in position.</p> <p>3.1g Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation.</p>	<ul style="list-style-type: none"> • Understand that matter can be described by its characteristics such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point • Recognize that matter can change either physically or chemically but matter is always conserved • Understand that matter is made up of atoms • Understand that elements combine to form all substances

Performance Indicators (continued)	
3.1h	Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.
3.1g	Buoyancy is determined by comparative densities.
3.2 Distinguish between chemical and physical changes.	
3.2a	During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.
3.2b	Mixtures are physical combinations of materials and can be separated by physical means.
3.2c	During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.
3.2d	Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.
3.2e	The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.
3.3 Develop mental models to explain common chemical reactions and changes in states of matter.	
3.3a	All matter is made up of atoms. Atoms are far too small to see with a light microscope.

Performance Indicators (continued)		
3.3b	Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.	
3.3c	Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.	
3.3d	Interactions among atoms and/or molecules result in chemical reactions.	
3.3e	The atoms of any one element are different from the atoms of other elements.	
3.3f	There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.	
3.3g	The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble gases).	

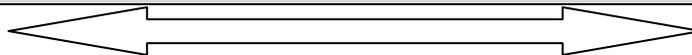
Required Component 2— Standard: 4: The Physical Setting/Earth Science

Choice Component 2—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 3

Less Complex



More Complex

The student will:

- recognize that everything is made of matter (33105)
- identify one characteristic of matter (e.g. color, odor, mass, hardness, etc.) (33106)
- recognize a solid and a liquid (33107)
- recognize an object as hot (warm) or cold (cool) (33103)
- recognize that matter is made of small parts (atoms) (33108)
- recognize a physical change in a substance (33109)
- recognize a chemical change in a substance (33110)

The student will:

- identify multiple characteristics of matter (e.g. color, odor, mass, hardness, etc.) (33206)
- identify whether matter is a solid, a liquid, or a gas (33202)
- identify that changes occur when materials interact (33207)
- identify a physical change in a substance (e.g. salt in water) (33208)
- identify a chemical change in a substance (e.g. oxygen and iron-rust) (33209)
- recognize objects according to characteristics such as mass, length or size (33210)
- sort objects according to characteristics such as mass, length or size (33211)

The student will:

- describe the color, odor, mass, or hardness of matter (33310)
- describe the properties of a solid, a liquid, or a gas (33302)
- compare the mass of two objects that are the same size (density) (33303)
- recognize that electricity causes a light bulb to produce light and heat (33311)
- demonstrate conservation of matter (33312)
- define matter (33313)
- describe how matter is made of small parts (atoms) (33314)
- perform an investigation involving a physical change (33315)
- perform an investigation involving a chemical change (33316)
- describe an investigation involving a physical change (33317)
- describe an investigation involving a chemical change (33318)

Required Component 2— Standard: 4: The Physical Setting/Earth Science

Choice Component 2—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT33106	The student will recognize the color, odor, heaviness, or hardness of matter. (e.g., a feather is light; a rock is hard, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the color, odor, heaviness, or hardness of familiar objects
SAT33107A	The student will recognize a solid and a liquid by indicating yes or no in response to a question.	<ul style="list-style-type: none"> Student work product showing the student identifying objects as solids or liquids Video tape of the student responding yes or no by activating a switch when shown a solid or liquid and posed the question “Is this a _____?”
SAT33107B	The student will recognize a solid and a liquid by placing solid and liquid word cards in front of appropriate items.	<ul style="list-style-type: none"> Video tape of the student placing cards in front of items that are liquids and solids
SAT33103	The student will recognize an object as hot (warm) or cold (cool). (e.g., given a hot object, the student will place it on a symbol indicating hot and when given a cold object , the student will place it on a symbol indicating cold)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing objects on the symbols
SAT33206	The student will identify at least two characteristics of an object’s matter through verbal description or picture representation.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting picture and/or word cards that indicate the characteristics of the matter they were given Student worksheet with a picture of matter and recorded student responses from word cards that describe the characteristics of the matter (e.g., given a picture of a rock on the worksheet, the student selects the word cards for hard, heavy, and no smell.)
SAT33202	The student will identify whether a substance is a solid, a liquid or a gas. (e.g., ice, milk, rock, steam, etc.)	<ul style="list-style-type: none"> Student work product of a table listing things as a solid, a liquid, or a gas

SAT33207	<p>The student will identify if changes occur when observing two materials being mixed together by responding “yes” or “no”.</p> <p>(e.g., vinegar and baking soda or water and baking soda, food color in water, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student responding to the question “Did a change occur?”
SAT33208	<p>The student will identify a physical change in a substance by selecting the picture of the object before and after the physical change.</p> <p>(e.g., freezing of water to form ice, adding dirt to water, etc.)</p>	<ul style="list-style-type: none"> • Student work product showing physical changes that took place (e.g., size, shape, etc.)
SAT33209	<p>The student will identify a chemical change in a substance after observing a chemical change occurring and then answering questions about it.</p> <p>(e.g. oxygen and iron, baking soda and vinegar)</p>	<ul style="list-style-type: none"> • Audio tape of the student indicating the chemical change that took place (color, bubbles, new substance)
SAT33211	<p>Given a variety of objects, the student will sort objects according to mass by putting lighter objects inside a box and heavier objects inside another box.</p>	<ul style="list-style-type: none"> • Video tape of the student sorting objects into their respective boxes
SAT33303	<p>The student will compare the mass of two objects that are the same size (density).</p> <p>(e.g. given two objects that are the same size, the student will compare the mass by holding the object and identifying which object is heavier)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when comparing objects over multiple trials
SAT33312	<p>The student will demonstrate that matter is conserved.</p> <p>(e.g., when an ice cube melts, the water will be the same mass as the ice cube was when frozen)</p>	<ul style="list-style-type: none"> • Student work product from an investigation showing that matter is conserved
SAT33315	<p>The student will perform an investigation involving a physical change.</p> <p>(e.g. dissolving salt in water)</p>	<ul style="list-style-type: none"> • Video tape of student performing the investigation

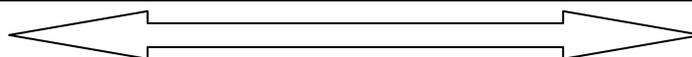
Social Studies
NYSAA Frameworks

Grade 8

Required Component 1—Standard: 1-US and NY History
Choice Component 1— Unit 7-An Industrial Society

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 69-71	<p>II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE</p> <p>Content Outline:</p> <p>A. The immigration experience</p> <ol style="list-style-type: none"> 1. Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time 2. Differences were based on national origins, cultural patterns, and religion 3. Similarities included motivations for coming and patterns of community settlement 4. Initial clashes ended in varying degrees of acculturation 5. Occupational and political experiences varied <p>B. Case studies of the immigrant experience in the United States and New York State—population characteristics</p> <ol style="list-style-type: none"> 1. A comparison of European immigrants and the black slave experience—human migration’s effects on the character of different places and regions 2. Immigrants as rural settlers in the Midwest 3. The Chinese experience in the Far West 4. Mexicans in the Southwest 5. New York City’s ethnic neighborhoods 6. French-Canadian settlement in northern New York State 7. Immigration patterns and experiences throughout New York State 8. Irish immigration: Mass starvation in Ireland, 1845-1850 9. Immigrants in the local community <p>C. Legal basis for citizenship in the United States</p> <ol style="list-style-type: none"> 1. Citizenship by the “law of the soil” 2. Citizenship by birth to an American parent 3. Citizenship through naturalization 	<ul style="list-style-type: none"> • Understand the role of immigration in the settlement and development of the United States and New York State • Explain historic events through those who experienced the events • Understand the development of the United States including the impact of mobility, the role of leisure activities, its development as a consumer society, and the rights/responsibilities of citizens

	Content Understandings (continued)	
	<p>D. Responsibilities of citizenship</p> <ol style="list-style-type: none"> 1. Civic: A citizen should be: <ol style="list-style-type: none"> a. Knowledgeable about the process of government b. Informed about major issues c. A participant in the political process 2. Legal: A citizen should: <ol style="list-style-type: none"> a. Be knowledgeable about the law b. Obey the laws c. Respect the rights of others d. Understand the importance of law in a democratic society 3. The changing role of the citizen <p>E. America becomes an increasingly mobile society</p> <ol style="list-style-type: none"> 1. Motivated by new economic opportunities 2. Changing patterns of movement, e.g., blacks begin to move North 3. Westward settlement 4. The disappearance of the frontier—physical limits of geography <p>F. America developed as a consumer society</p> <ol style="list-style-type: none"> 1. Improved standard of living increased consumption 2. Greater variety of goods available 3. Continually rising expectations <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <ol style="list-style-type: none"> 1. Greater variety of leisure activities became available as less time was spent on work 2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts 	

AGLIs
Grade 8 – Social Studies
8
Required Component 1—Standard: 1-US and NY History
Choice Component 1— Unit 7-An Industrial Society
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for US and NY History-Unit 7
Less Complex

More Complex
The student will:

- locate on a world map or globe the continent or country of his/her family's country of ancestry (13106)
- identify that American culture developed from many different traditions (13107)
- identify the routes taken by any immigrant group that came to the United States (13108)
- recognize what immigrant life was like in the United States between 1820 and 1920 (13109)
- recognize what factory work was like for immigrants (13110)

The student will:

- recognize that millions of immigrants came to the United States from Europe between 1820 and 1920 (13202)
- examine the immigrant experience as shown through their art, writings, music, and/or artifacts (13208)
- explore Ellis Island's role in the immigrant experience (13209)
- identify factory jobs held by many immigrants (13210)
- examine what factory work was like for immigrants (13211)
- describe what urban life was like for immigrants (13206)
- identify how an immigrant became a U.S. citizens (13212)

The student will:

- demonstrate that different groups of people came to the United States at different times (13307)
- locate countries/regions from which these immigrants came (13308)
- list and/or explain reasons why immigrants came to the United States (13309)
- identify the roles immigrants had and the contributions they made to industrialization (13310)
- explore the types of work immigrants found in New York State (13311)
- investigate challenges immigrants faced with urban life or discrimination (13312)

SATs
Grade 8 – Social Studies

8

Required Component 1—Standard: 1-US and NY History

Choice Component 1— Unit 7-An Industrial Society

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

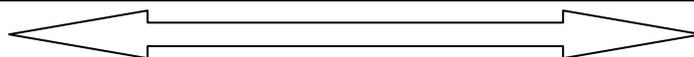
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106A	The student will locate his/her family's country or continent of ancestral origin by pointing to it on a map or a globe.	<ul style="list-style-type: none"> Video tape of the student locating the appropriate country or continent on a map or globe
SAT13106B	The student will locate where students might have come from on a world map by putting his/her left hand on the United States and right hand on another country where students may have come from.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the United States and the country of his/her family's ancestry
SAT13107	The student will identify different cultural groups and match them to the food and/or clothing they contributed to American culture.	<ul style="list-style-type: none"> Student work product that contains pasted pictures of cultural groups with the food and/or clothing next to the appropriate cultural group
SAT13108	The student will identify on a map or globe at least one route taken by any immigrant group to the United States. (e.g., Europeans crossed the Atlantic to New York City, Asians crossed the Pacific to San Francisco, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying a route taken by an immigrant group to the United States
SAT13109	The student will select the pictures or photographs that depict immigrant life in the United States between 1820 and 1920 from an array of pictures or photographs showing life today and in the past.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting appropriate pictures or photographs
SAT13110	The student will indicate one aspect of what factory work was like for immigrants after listening to a video or story about immigrants working in factories.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student pointing to pictures depicting aspects of what factory life was like for immigrants
SAT13202	The student will create a graph that shows the number of immigrants who arrived in the United States between 1820 and 1920 using any three decades.	<ul style="list-style-type: none"> Student work product that contains a student-created tactile or color-coded graph that shows the number of immigrants who arrived in the United States between 1820 and 1920

SAT13209	The student will role play the registration process an immigrant would have experienced when entering the United States through Ellis Island, New York in the late 1800s to 1920.	<ul style="list-style-type: none"> • Video tape of the student role playing the immigrant experience
SAT13210	The student will identify factory jobs that many immigrants held by selecting pictures of those jobs. (e.g., pictures might include production, maintenance, sewing, can also include management jobs as positions that immigrants generally didn't have)	<ul style="list-style-type: none"> • Student work product of student grouping or circling the immigrant jobs
SAT13211	The student will indicate one or two aspects of what factory work was like for most immigrants by answering specific questions.	<ul style="list-style-type: none"> • Student work product of questions asking about one or two aspects of what factory work was like for immigrants
SAT13206	The student will select the photographs or prints that depict what daily life was like for immigrants from an array of photographs or pictures depicting groups that are established in America and immigrant groups.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting the appropriate photographs or pictures
SAT13307	The student will make a timeline that shows when different groups of immigrants arrived in the United States between 1820 and 1920.	<ul style="list-style-type: none"> • Student work product that contains a color-coded or tactile timeline of immigrant groups and their arrival years in the United States
SAT13308	The student will label a map of Europe to indicate at least two countries from which immigrants to the United States came.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student labeling a map identifying immigrant countries of origin
SAT13309	The student will identify the reason(s) immigrants came to the United States by listing them in a graphic organizer.	<ul style="list-style-type: none"> • Student work product that contains a list or graphic organizer identifying the reason(s) immigrants came to the United States
SAT13310	The student will indicate ways that immigrants contributed to the industrialization of the United States by selecting them from multiple choice cards. (e.g., direct labor, as a business leader [Andrew Carnegie], immigrants supplied cheap labor in factories, helped build canals, railroads, highways, etc.)	<ul style="list-style-type: none"> • Video tape of the student selecting the choice cards related to the ways immigrants contributed to the industrialization of the United States
SAT13311	The student will identify three different types of work immigrants found in New York State.	<ul style="list-style-type: none"> • Student work product that contains a list of jobs that immigrants found in New York State
SAT13312	The student will name some types of discrimination immigrant groups faced after listening to a video and a story about discrimination toward immigrant groups during 1820 to 1920.	<ul style="list-style-type: none"> • Audio tape of the student identifying the types of discrimination from the video and story

Required Component 1—Standard: 1-US and NY History
Choice Component 2— Unit 9-Between the Wars

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 77-79	<p>I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD</p> <p>Content Outline:</p> <p>A. Prohibition and the 18th Amendment</p> <ol style="list-style-type: none"> 1. End of reform era 2. The rise of organized crime 3. Economic, social, political effects <p>B. The Republican decade</p> <ol style="list-style-type: none"> 1. Political developments <ol style="list-style-type: none"> a. Back to “normalcy”; the election of 1920 b. Scandals c. Coolidge: austerity and integrity d. Government and business: laissez-faire and protection e. Election of 1928 <p>C. Relative isolation of the United States in world political affairs</p> <ol style="list-style-type: none"> 1. General policy of noninvolvement in European affairs; the League of Nations controversy 2. Limited participation in international activities <ol style="list-style-type: none"> a. World Court b. Naval disarmament 1924 c. Efforts for peace; Kellogg-Briand Pact, 1928 d. Postwar reparation talks e. Relief efforts in Europe 3. Expansion of international trade and tariffs 4. Restrictions on immigration, e.g., Quota Act, 1924 <p>D. A rising standard of living resulted in the growth of a consumer economy and the rise of the middle class</p> <ol style="list-style-type: none"> 1. Increase in single-family homes; move to nuclear families 2. Emergence of suburbs 3. Spread of middle-class values 4. Increased use of credit <p>E. Changes in the workplace</p> <ol style="list-style-type: none"> 1. Shift from agrarian to industrial workforce 2. Lessened demand for skilled workers 3. Working conditions and wages improved 	<ul style="list-style-type: none"> • Understand economic and political developments in the United States between World War I and World War II (Content Outline: A-F and I) • Understand how people in the United States were consumers and producers of goods and services during the 1920s (Content Outline: D and I) • Appreciate that culture is expressed in different ways such as (1) the importance of the Harlem Renaissance in American culture and society, and (2) how leisure activities reflect a particular time period (Content Outline: G and H)

	Content Understandings (continued)	
	<ul style="list-style-type: none"> 4. Increase in white-collar employees 5. Women continued to increase their presence in the workforce F. Problems developed in the midst of unprecedented prosperity <ul style="list-style-type: none"> 1. Not all groups benefited equally <ul style="list-style-type: none"> a. Low farm prices b. High black unemployment c. Millions of poor 2. New trends conflicted with tradition 3. Environmental balance was jeopardized G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions <ul style="list-style-type: none"> 1. Restrictions on immigration 2. Black migration to Northern cities 3. Growth of organizations to fight discrimination; e.g., NAACP 4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance 5. Generational conflicts 6. Widespread emergence of retired workers 7. Right-wing hate groups H. New ideas about the use of leisure time emerged <ul style="list-style-type: none"> 1. Impact of the automobile: Henry Ford 2. Organized sports: Babe Ruth 3. Search for heroes and heroines: Lindbergh, Amelia Earhart 4. Motion pictures 5. Popular literature 6. Fads and fashion 7. Changes in social behavior I. The stock market crash marked the beginning of the worst economic time the country has ever known <ul style="list-style-type: none"> 1. National prosperity had been structured on the investments of the wealthy 2. There were problems with the economic structure 3. People lost faith in the system 4. The government was unwilling or unable to correct the downturn 5. The economic depression that followed was the worst in our history 	

Required Component 1—Standard: 1-US and NY History
Choice Component 2— Unit 9-Between the Wars
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for US and NY History-Unit 9
Less Complex

More Complex
The student will:

- recognize technological advances of the 1920s, e.g., radio, movies, airplanes, automobiles, etc. (16105)
- explore how technological advances changed ways of life for Americans in the 1920s (16106)
- recognize the contributions of a famous American associated with the 1920s, e.g., Charles Lindbergh, Babe Ruth, Amelia Earhart, Henry Ford, etc. (16107)
- recognize a cultural development associated with the 1920s, e.g., The Harlem Renaissance, Prohibition, art, jazz, dance, literature, motion pictures, fads, fashions, etc. (16108)
- recognize aspects of African American history around the 1920s., e.g., northern migration, etc. (16109)

The student will:

- examine how ways of life changed for many Americans during the 1920s: due to technological advances, increased leisure time, prosperity for some but not all, the continued growth of industry, etc. (16204)
- identify why the United States had limited involvement in world affairs during the 1920s (16205)
- identify the effects of prohibition on the United States (16206)
- identify the effects that millions of African Americans moving from the south to north had on cities and/or American society (16207)

The student will:

- explore why some Americans prospered during the 1920s; while others (farmers) did not (16306)
- describe ways that American culture changed during the 1920s, e.g., economic problems, stock market crash, etc. (16307)
- explore racial and/or ethnic discrimination that occurred during the 1920s (16303)
- identify aspects of the Harlem Renaissance or changes in women's roles during the 1920s (16308)
- explain why most farmers did not prosper during the 1920s (16305)

Required Component 1—Standard: 1-US and NY History
Choice Component 2— Unit 9-Between the Wars
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

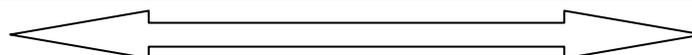
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT16105	The student will recognize technological advances or inventions of the 1920s by indicating them from pictures or objects.	<ul style="list-style-type: none"> Student work product showing the correct pictures circled on a page of multiple pictures
SAT16106	The student will explore how technological advances changed the way of life for Americans by selecting photographs or pictures that depict how people traveled before motorized vehicles and after motorized vehicles.	<ul style="list-style-type: none"> Video tape of the student sorting photographs in two columns to categorize them as examples of travel before motorized vehicles and after motorized vehicles.
SAT16107A	The student will listen to a short story or watch a video about an American associated with the 1920s and indicate one or two contributions they made.	<ul style="list-style-type: none"> Student work product that contains cut and pasted pictures or phrases that represent the person's contribution
SAT16107B	The student will recognize the contributions of Amelia Earhart by selecting those relevant to her contributions.	<ul style="list-style-type: none"> Student work product of the pictures the student chose as the contributions of Amelia Earhart
SAT16108	<p>The student will read or listen to the writing or music of a person associated with the Harlem Renaissance and respond to a reaction question about it.</p> <p>(e.g., people - Langston Hughes, Richard Wright, Duke Ellington, etc.; questions - "What happens in the poem?" or "Was the music like other music at that time?")</p>	<ul style="list-style-type: none"> Video tape or audio tape of the student being exposed to literature or music from the Harlem Renaissance and answering a question about it
SAT16109	The student will recognize aspects of African American history by tracing a route(s) that was traveled during the Great Migration North.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when tracing the route(s) on the classroom wall map
SAT16204	<p>The student will create a simple graphic organizer of pictures outlining how ways of life changed during the 1920s.</p> <p>(e.g., new appliances-increased leisure time, radio-heard news from around the country, cars-traveled farther than before, movies, etc.)</p>	<ul style="list-style-type: none"> Student work product that contains a graphic organizer or pasted pictures on a chart outlining how ways of life changed in the 1920s

SAT16205	The student will identify one reason the United States refused to join the League of Nations.	<ul style="list-style-type: none"> • Audio tape of the student giving a reason why the United States refused to join the League of Nations
SAT16206	The student will identify pictures that depict life during Prohibition in the United States.	<ul style="list-style-type: none"> • Student work product that contains circled or pasted pictures that depict life during Prohibition in the United States
SAT16207	The student will identify the effects that the northern migration of African Americans had on cities by selecting phrases or sentences that describe these effects.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student looking at the choice of phrases or sentences and indicating them in order to describe possible effects of northern migration
SAT16306	The student will explore why people tended to prosper during the 1920s.	<ul style="list-style-type: none"> • Video tape of the student using a felt board upon which pictures/descriptions of the reasons people prospered are being placed
SAT16307	The student will write a paragraph that describes how American culture changed during the 1920s. (e.g., topics such as: entertainment, prohibition, widening gap between rich and poor, Red Scare, etc.)	<ul style="list-style-type: none"> • Student work product that contains a paragraph that describes how American culture changes during the 1920s
SAT16303	The student will create a list of ethnic or racial groups who experienced discrimination during the 1920s and indicate one reason why the discrimination occurred.	<ul style="list-style-type: none"> • Student work product that contains a list of ethnic or racial discrimination and a reason why the discrimination occurred
SAT16308	The student will identify changes in the role of women during the 1920s after listening to or reading a book about women in the 1920s.	<ul style="list-style-type: none"> • Student work product that contains selected pictures or photographs, a diagram, or a graphic organizer that identifies changes in the role of women during the 1920s
SAT16305	The student will identify why most farmers did not prosper during the 1920s using a variety of sources. (e.g., overproduction led to falling prices, bankruptcies, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student creating a list or selecting pictures that depict the reasons why most farmers did not prosper during the 1920s using various picture cards and sentence strips

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Experiment in Government

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 54-55	<p>III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION</p> <p>Content Outline:</p> <p>A. Annapolis Convention, 1786</p> <ol style="list-style-type: none"> 1. Impracticality of correcting weaknesses in Articles of Confederation 2. Need for an improved form of government without losing key elements of a new philosophy of government 3. Decision to write a constitution <p>B. Constitutional Convention: setting and composition</p> <p>C. Major issues</p> <ol style="list-style-type: none"> 1. Limits of power: national versus state 2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals <p>D. The need for compromise</p> <ol style="list-style-type: none"> 1. The issue of a “federal” or a “national” government 2. The Great Compromise on representation 3. The three-fifths compromise on slavery 4. The commerce compromises <p>E. The underlying legal and political principles of the Constitution</p> <ol style="list-style-type: none"> 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights <p>F. The Constitution and the functioning of the federal government</p> <ol style="list-style-type: none"> 1. The Preamble states the purpose of the document 2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III) 3. The relation of states to the federal union (Article IV) 4. Assuming the responsibility for a federal system (Article VI) 	<ul style="list-style-type: none"> • Understand the importance of events that took place during the writing and adoption of the United States Constitution (Content Outline: A-E and I) • Understand that the Constitution provides a framework for government (Content Outline: F-H) • Demonstrate what citizenship means in a democratic society (Content Outline: F and G) • Know the rights, roles, and responsibilities of a good citizen under the Constitution (Content Outline: F and G)

	Content Understandings (continued)	
	<p>G. The Constitution as a living document</p> <ol style="list-style-type: none"> 1. The elastic clause and delegated power facilitate action 2. Amendment procedure as a mechanism for change (Article V) 3. The Bill of Rights 4. Supreme Court decision (e.g., <i>Tinker v. Des Moines School District</i>, 1969) <p>H. The evolution of an “unwritten constitution”</p> <ol style="list-style-type: none"> 1. Political parties 2. The President’s cabinet 3. President’s relation to Congress 4. Committee system in Congress 5. Traditional limitations on Presidential term <p>I. The ratification process</p> <ol style="list-style-type: none"> 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention <ol style="list-style-type: none"> a. Federalists—Hamilton b. Anti-Federalists—Clinton 4. Formal ratification of the Constitution and launching of the new government 5. The personal leadership of people like Washington, Franklin, Hamilton, Madison 	

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Experiment in Government
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 4
Less Complex

More Complex
The student will:

- recognize him/herself as a member of a group, i.e., class, family, community (32107)
- recognize that individuals are citizens of a community (32108)
- recognize he/she is a citizen of New York State (32102)
- recognize a right that he/she has as a citizen (32103)
- identify an example of good citizenship in school (32104)
- identify an example of good citizenship outside of school (32105)
- demonstrate what it means to be a good citizen in the classroom, at home, and/or in the larger community (32106)

The student will:

- recognize that he/she is a citizen of both New York State and the United States (32209)
- recognize what governments do (32210)
- identify the purpose of a constitution (32211)
- explore examples of citizens fulfilling civic responsibilities (32212)
- identify examples of rights or securities that citizens have in the United States (32213)
- identify a reason for writing the United States Constitution (32206)
- identify why the Bill of Rights was added to the Constitution (32214)
- identify two basic rights guaranteed by the Bill of Rights (32215)

The student will:

- explain the purpose of a constitution (32301)
- identify the three branches of government of either New York State or the United States (executive, legislative, judicial) (32309)
- identify one purpose of each branch of the United States government (32303)
- explain how citizens fulfill civic responsibilities (32310)
- recognize examples of powers held only by state government (32311)
- identify examples of powers held by both the federal and state governments (32312)
- explain the importance of the Bill of Rights (32307)
- recognize the purposes of political parties (32313)

Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 1— Unit 4-Experiment in Government

SAMPLE ASSESSMENT TASKS (SATs)

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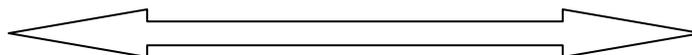
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32107	The student will identify him/herself from a choice of three when asked questions like “who is a member of the class/your family?” (note: choices should have two nonmember choices)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying him/herself
SAT32108	The student will recognize that he/she is a citizen of a community by locating the town/city of which he/she is a citizen.	<ul style="list-style-type: none"> Video tape of the student placing a sticker on, pointing at, or circling the town or city of his/her citizenship
SAT32102	The student will recognize that he/she is a citizen of the state he/she lives in by locating New York State on a map of the United States when asked “what state are you a citizen of?”	<ul style="list-style-type: none"> Student work product that contains a map of eastern United States with a sticker or stamp placed on New York
SAT32103	The student will recognize one action he/she has the right to take from a list of actions (some rights, some not) people might take. (e.g., speak freely, go to a place of worship, criticize the government, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying a right that he/she possesses
SAT32104	The student will create a daily chart of class rules that he/she followed that day.	<ul style="list-style-type: none"> Student work product that contains a list of class rules the student followed
SAT32105	The student will identify an example of good citizenship outside school. (e.g., volunteer, community clean-up project, helping elderly, etc.)	<ul style="list-style-type: none"> Student work product that contains a list or pictures of appropriate behaviors outside of school
SAT32106A	The student will demonstrate what it means to be a good citizen in the classroom by remaining quiet when he/she hears the Pledge of Allegiance being stated in the morning program.	<ul style="list-style-type: none"> Video tape of the student demonstrating being a good citizen in the classroom by exhibiting appropriate behaviors
SAT32106B	The student will participate in a community service activity. (e.g., fund raising drive for a school project or local charity, food drive, school beautification project, etc.)	<ul style="list-style-type: none"> Video tape of the student demonstrating good citizenship through participation in a volunteer effort

SAT32209	The student will recognize that he/she is a citizen of the state and country in which he/she lives by locating New York State on a United States map and the United States on a world map when asked “show me the state and country you are a citizen of?”	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating New York State and the United States as his/her state and country of citizenship
SAT32210	The student will list ways that a local government helps people in the community. (e.g., establish laws; provide services [police, fire, schools, trash collection, parks]; etc.)	<ul style="list-style-type: none"> Student work product of a felt board with pasted pictures, circled pictures, or a list of ways a local government helps people in the community
SAT32211	The student will identify the purpose of a constitution by creating or indicating a rule, promise, or right to contribute to a class constitution.	<ul style="list-style-type: none"> Audio tape of the student indicating the rule, promise, or right to be used for a classroom constitutional document
SAT32212	The student will explore examples of people who demonstrate civic responsibility in the community and write or create a thank you note to a civic volunteer with whom they visited or spoke about their responsibilities.	<ul style="list-style-type: none"> Video tape of the student listening to a class speaker or visiting a civic volunteer and then creating or writing the thank you note for the speaker
SAT32213	The student will identify two citizen rights guaranteed by the Bill of Rights. (e.g., freedom of speech, freedom of religion, right to a fair and speedy trial, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying two rights guaranteed by the Bill of Rights
SAT32206	The student will identify a reason why the Constitution was written by locating one in the Preamble to the United States Constitution.	<ul style="list-style-type: none"> Student work product with a reason circled, highlighted, rewritten or spoken in a sentence
SAT32214	The student will identify a reason why the Bill of Rights was added to the Constitution.	<ul style="list-style-type: none"> Student work product that contains a reason why the Bill of Rights was added to the Constitution
SAT32215	The student will identify two basic rights he/she has that are guaranteed by the Bill of Rights, by selecting sentence strips that describe the rights.	<ul style="list-style-type: none"> Student work sample of sentence strips pasted to a worksheet on the Bill of Rights
SAT32301	The student will write a paragraph or create a list that explains reasons why a group would write a constitution.	<ul style="list-style-type: none"> Student work product that contains a paragraph or list that explains reasons why a group would write a constitution
SAT32309	The student will select a picture that typically depicts each branch of the state or federal government. (e.g., a courthouse, the White House, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting the picture that depicts each branch of government

SAT32303	The student will identify one purpose of each of the three branches of government. (e.g., pass laws, enforce laws, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the branch of government and matching its purpose to it
SAT32310	The student will answer questions about how citizens fulfill civic responsibilities after listening to a speaker or reading about civic responsibilities.	<ul style="list-style-type: none"> Student work product with questions about how citizens fulfill civic responsibilities
SAT32311	The student will recognize pictures or phrases that depict or describe examples of powers held only by a state government.	<ul style="list-style-type: none"> Student work product that contains appropriately grouped pictures or phrases that depict or describe examples of state government powers
SAT32312	The student will select pictures that depict or describe examples of powers held by the state and the federal government.	<ul style="list-style-type: none"> Student work product of a Venn diagram with powers held by both federal and state governments listed or pictures pasted in the middle
SAT32307	The student will explain the importance of the Bill of Rights by giving examples of how the Bill of Rights protects individual citizen's rights.	<ul style="list-style-type: none"> Audio tape of the student indicating examples of how the Bill of Rights protects individual citizen's rights
SAT32313	The student will name the two major national political parties and give examples of their purposes.	<ul style="list-style-type: none"> Student work product that contains a paragraph, graphic organizer, or list that names the two major political parties and examples of their purposes

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 2— Unit 11-WWII to the Present

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 86-87	<p>I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM</p> <p>Content Outline:</p> <p>A. Changing patterns of production and consumption resulted in economic expansion</p> <ol style="list-style-type: none"> 1. Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment 2. Number of service jobs, women in the workforce increased 3. Poverty continued to exist in the midst of plenty <p>B. Families and communities underwent significant changes</p> <ol style="list-style-type: none"> 1. Postwar baby boom had major effects on social and economic decisions made by families 2. Growth of suburbs paralleled by movement from major cities 3. Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> 1. Important executive and judicial decisions supported equal rights 2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation 3. Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African Americans 4. Women, Native American Indians, and others also sought greater equality 5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969) <p>D. Self-confidence of early postwar years eroded by series of events</p> <ol style="list-style-type: none"> 1. Assassinations of major leaders: Kennedy, King 2. Nation split over involvement in Vietnam War 3. Groups in society turn to violence to reach their goals 4. Resignation of President Nixon 5. Oil crisis and skyrocketing inflation 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of citizens in a rapidly changing world (Content Outline: C) • Compare key events in United States and New York State history (Content Outline: A, B, and D) • Examine the role of individuals in expanding civil rights (Content Outline: C) • Identify key changes in American life since World War II (Content Outline: A-D)

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 2— Unit 11-WWII to the Present
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 11
Less Complex

More Complex

The student will:

- recognize that there are civil rights that are afforded to all (34101)
- recognize ways to resolve conflict in school, at home, and/or in larger community (34106)
- recognize elements of American culture that changed during post-World War II, e.g. growth of suburbs, television, music, baby boom, interstate highway construction, family life, etc. (34107)
- recognize post-World War II presidents and/or civil rights leaders (34104)
- recognize ways African Americans sought to gain their civil rights after World War II (34108)

The student will:

- identify reasons suburbs grew rapidly after World War II (34206)
- identify contributions of the post-World War II presidents and/or civil rights leaders (34207)
- explain the goals of the Civil Rights movement (34203)
- identify reasons the United States became involved in the Vietnam War (34208)
- identify the effects of President Kennedy's and/or Martin Luther King's assassinations on the United States (34209)
- identify the changes brought about in schools by the *Brown v. Board of Education* Supreme Court decision (1954) (34210)

The student will:

- explain how the growth of technology changed the American economy after World War II (34301)
- describe how the construction of interstate highways changed housing patterns after World War II (34302)
- examine the historical impact of significant leaders of the Civil Rights movement on America (34306)
- examine the effects of United States involvement in the Vietnam War on the nation's politics and/or culture (34304)
- discuss the significance of the *Brown v. Board of Education* Supreme Court decision (1954) on American society (34305)

SATs
Grade 8 – Social Studies

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Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 2— Unit 11-WWII to the Present

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT34101	The student will recognize rights that are afforded to him/her by selecting one from a choice of two and handing it to the teacher. (e.g., freedom of speech, freedom of religion, right to criticize the government, attending school, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at choices, making a selection, and handing the card to the teacher
SAT34106A	The student will indicate one strategy used to resolve a conflict after listening or reading a story about a conflict in school between students.	<ul style="list-style-type: none"> Student work product indicating a strategy that the story talked about in order to resolve the conflict
SAT34106B	The student will recognize that one way to resolve a classroom conflict is by actual demonstration of voting activities on one of two solutions through a show of hands and deciding on the solution by majority rule.	<ul style="list-style-type: none"> Video tape of the student recognizing that voting activities can resolve conflict when demonstrating that majority rules
SAT34107	The student will recognize elements of the 1950s by performing or listening to song lyrics or watching or performing dance steps from the 1950s.	<ul style="list-style-type: none"> Video tape of the student performing a song or dance or listening to or watching a song or dance from the 1950s
SAT34104	The student will read or listen to a speech by a post-World War II president or civil rights leader and then identify the president or civil rights leader.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the individual based on his/her achievement
SAT34108	The student will recognize one way African Americans sought to gain their civil rights after World War II. (e.g., marches, protests, legal challenges, etc.)	<ul style="list-style-type: none"> Student work product that contains pasted photographs associated with the Civil Rights movement (e.g., March on Washington, photographs of civil rights leaders, marches, sit-ins, etc.)
SAT34206	The student will identify by listing at least two factors that caused suburbs to grow after World War II. (e.g., highway construction, jobs, overall economic prosperity, etc.)	<ul style="list-style-type: none"> Audio tape of the student naming factors that caused suburbs to grow after World War II

SAT34207	<p>The student will select an important post-World War II civil rights leader and create a poster or graphic organizer that depicts how the individual contributed to the civil rights movement.</p> <p>(e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)</p>	<ul style="list-style-type: none"> • Student work product of a poster or graphic organizer depicting the contributions of a post-World War II civil rights leader
SAT34203	<p>The student will explain the goals of the civil rights movement by creating a chart that shows the major achievements of the civil rights movement.</p> <p>(e.g., school integration, voting rights, etc.)</p>	<ul style="list-style-type: none"> • Student work product of a chart or timeline that depicts the major achievements of the post-World War II civil rights movement
SAT34208	<p>The student will watch a video or read a selection about the Vietnam War and answer questions about why the United States became involved.</p>	<ul style="list-style-type: none"> • Student work product of questions about the Vietnam War and why the United States got involved
SAT34209	<p>The student will select pictures, news accounts, or other sources that depict or describe the effect on the nation of President John F. Kennedy's assassination.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student grouping pictures that depict the effect on the nation of the assassination of President John F. Kennedy
SAT34210	<p>The student will identify changes brought about by the Supreme Court decision in the case of <i>Brown v. Board of Education of Topeka</i> after listening or reading a story about a conflict in school between students.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the appropriate changes
SAT34301	<p>The student will create a timeline that depicts the development or progression of computer technology after World War II and its effect on the economy.</p>	<ul style="list-style-type: none"> • Student work product that contains a timeline or pictures that match to a timeline that depicts the development or progression of computer technology and the economic growth after World War II
SAT34302	<p>The student will write a paragraph or create a graphic organizer that describes how highway construction helped lead to the growth of suburbs after World War II.</p>	<ul style="list-style-type: none"> • Student work product that contains a paragraph or graphic organizer describing how highway construction helped lead to the growth of suburbs after World War II
SAT34306	<p>The student will watch a video or read a story about a significant post-World War II civil rights leader and answer questions about the individual's impact on the civil rights movement.</p> <p>(e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student answering questions about a civil rights leader's impact based on a video or story account of the individual

SAT34304	The student will listen to a Vietnam War protest song and explain its meaning.	<ul style="list-style-type: none">• Student work product that contains a paragraph or picture explaining the protest song's meaning
SAT34305	The student will explain how a Supreme Court decision in <i>Brown v. Board of Education of Topeka</i> affected American society.	<ul style="list-style-type: none">• Audio tape of the student explaining how the Supreme Court decision in <i>Brown v. Topeka Board of Education</i> affected American society