

# Colby School District Essential Standards



## Preschool - Wisconsin Model Early Learning Standards

### Introduction:

Colby School District uses the Wisconsin State Academic Standards for instruction. All standards are taught, but these standards are considered essential for student mastery in that grade. An asterisk\* indicates a change from the original standard. Not all strands have essentials for certain grade levels. Additional courses and areas will be added as completed.

English Language Arts
<b>Reading Foundational Skills</b>
Recognizes beginning letters in familiar words, especially in own name.
Makes some letter sound connections and identifies some beginning sounds.
<b>Reading</b>
Explores and enjoys books.
<b>Writing</b>
Writes recognizable letters and begins to write name and a few words.
<b>Speaking and Listening</b>
Enjoys short stories, rhymes, finger plays, songs, and music.
Shows understanding of concept words and sequence of events.

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Responds appropriately when asked to identify familiar objects/ person/body parts (nouns) or when asked to run, walk, jump (action words, verbs).

Understands and carries out a one step direction.

## Math

### Counting and Cardinality

Recognizes basic shapes.

Can rote count and counts concrete objects to 5 and beyond.

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## Kindergarten WI State Standards -

### English Language Arts

#### Reading Foundational Skills

RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize spoken words are represented in written language by specific sequences of letters. d. Recognize and name all upper- and lowercase letters of the alphabet.

RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

C. Blend and segment onsets and rimes of single-syllables in spoken words.

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in CVC words.

E. Add\* individual sounds (phonemes) in simple, one syllable words to make new words. Rhyming in first?

RFK.3 Know and Apply grade level phonics and word analysis skills in decoding words.

A. Demonstrate basic knowledge of 1-1 letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

B. Associate \* short sounds with common spellings for the five major vowels.

C. Read common high-frequency words by sight (basic list).

#### Reading

R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL)

R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

R.K.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)

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<b>Writing</b>
W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: c. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred.*
<b>Speaking and Listening</b>
SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.
SL.K.2 With guidance and support, * answer questions about key details in a text read aloud or information presented orally or through other media.
<b>Language</b>
LK.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Appropriately use and explain the intended purpose of language choice with: c. Question words (who, what, etc.) and d. Oral production of complete sentences.

## Math

### Counting and Cardinality

M.K.CC.A.1 Count to 100 by ones and by tens.

M.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

M.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

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- A. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence).
- B. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted (number conservation).
- C. Understand that each successive number name refers to a quantity that is one larger and the previous number is one smaller (hierarchical inclusion).

## Geometry

M.K.G.A.2

Correctly name shapes regardless of their orientations or overall size

## Operations and Algebraic Thinking

M.K.OA.A.2

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

## Science

SCI.ETS3.A.K-2

People of diverse backgrounds can become scientists and engineers. People have practiced science and engineering for a long time. Creativity and imagination are important to science and engineering.

SCI.ETS3.B.K-2

Scientists use evidence to explain the natural world. Science assumes natural events happen today as they happened in the past. Engineers solve problems to meet the needs of people and communities.

SCI.ETS3.C.K-2

Science and engineers use many approaches to answer questions about the natural world and solve problems. Scientific explanations are strengthened by being supported with evidence.

An engineering problem can have many solutions. The strength of a solution depends on how well it solves the problem.

# Colby School District Essential Standards



<b>Life Science</b>
LS1.C. Animals obtain food they need from plants or other animals. Plants need water and light.
<b>Physical Science</b>
SCI.PS2.A.K Pushes and pulls can have different strengths and directions, and can change the speed or direction of an object's motion, or start or stop it. A bigger push or pull makes things speed up or slow down more quickly.
<b>Earth and Space Science</b>
SCI.ESS2.D.K Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time. SCI.ESS3.A.K Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

<b>Social Studies</b>
<b>Political Science</b>
SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
<b>Economics</b>
SS.Econ1.a.1 Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.

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## Geography

SS.Geog2.a.K-1

Analyze where and why people live in certain places.  
Classify the local community as rural, suburban, urban, or tribal.

## History

SS.Hist2.b.e

Identify patterns of change to self, family, and community over time.



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## 1st Grade

### English Language Arts

#### Reading Foundational Skills

**RF.1.1 Demonstrate understanding of the organization and basic features of print.**

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

**RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
- c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
- f. Read words with inflectional endings (i.e., -s, -ed, -ing).
- g. Recognize and read grade-appropriate irregularly spelled words.



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RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Reading

- R1.1 Develop and answer questions about key ideas and details in a text.
- R1.2 Identify a main topic or central idea in a text with guidance and support; retell important details.
- R1.3 Describe characters, settings, and important events in a story or pieces of information in a text.
- R1.7 Use illustrations and details in literary and informational texts to discuss story elements and/ or topics.
- R1.8 Identify specific information and author or illustrator gives that supports ideas in a text.

## Writing

W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.1.2 Write text in a variety of modes:

- a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- c. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

W.1.3 Create writing that utilizes:

- a. Organization: provide a beginning, middle and a simple ending.
- b. Transitions: simple word transitions and temporal words/pictures that link ideas.

W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing

W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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## Speaking and Listening

SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.  
a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.  
c. Ask questions to clear up any confusion about the topics and texts under discussion.  
d. Consider individual differences when communicating with others.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## Language

L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- a. Common, proper, and possessive nouns.
- b. Nouns/verbs agreement in simple sentences.
- c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.

L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of dates and names of people.
- b. End punctuation.
- d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

## Math

M.1.G.A.3

Partition circles and rectangles into two and four equal shares, describe and count the shares using the words halves and fourths, and use the phrases half of and fourth of the whole. Describe the whole as being two of the shares, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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## Operations and Algebraic Thinking

### M.1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### M.1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### M.1.OA.B.3

Apply properties of operations as strategies to add and subtract.

Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Informal use of the commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Informal use of the associative property of addition.)

### M.1.OA.B.4

Understand subtraction as an unknown-addend problem.

For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8

### M.1.OA.C.5

Use counting and subitizing strategies to explain addition and subtraction.

a. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

\* Master the concept of pennies as 1 and dimes as 10. Introduce the concept of nickels as 5.

### M.1.OA.C.6

Use multiple strategies to add and subtract within 20.

a. Flexibly and efficiently add and subtract within 10 using strategies that may include mental images and composing/decomposing up to 10.

b. Add and subtract within 20 using objects, drawings or equations. Use multiple strategies that may include counting on; making a ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$

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by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

M.1.OA.D.7

Understand the meaning of the equal sign as “has the same value/amount as” and determine if equations involving addition and subtraction are true or false.

For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

## Numbers and Operations in Base 10

M.1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

M.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones -- called a “ten”.
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

M.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits and describe the result of the comparison using words and symbols ( $>$ ,  $=$ , and  $<$ ).

M.1.NBT.C.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a twodigit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

M.1.NBT.C.5

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

## Measurement and Data

M.1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

M.1.MD.A.2

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

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## Science

### Engineering Technology and Application

SCI.ETS3.A.K-2

People of diverse backgrounds can become scientists and engineers.  
People have practiced science and engineering for a long time.  
Creativity and imagination are important to science and engineering.

SCI.ETS3.B.K-2

Scientists use evidence to explain the natural world.  
Science assumes natural events happen today as they happened in the past.  
Engineers solve problems to meet the needs of people and communities.

SCI.ETS3.C.K-2

Science and engineers use many approaches to answer questions about the natural world and solve problems.  
Scientific explanations are strengthened by being supported with evidence.  
An engineering problem can have many solutions. The strength of a solution depends on how well it solves the problem.

### Life Science

SCI.LS1.D.1

Animals sense and communicate information and respond to inputs with behaviors that help them grow and survive.

SCI.LS3.B.1

Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways.

### Physical Science

SCI.PS4.A.1

Sound can make matter vibrate, and vibrating matter can make sound.

SCI.PS4.B.1

Objects can be seen only when light is available to illuminate them.

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## Earth and Space Science

SCI.ESS1.A.1

Patterns of movement of the sun, moon, and stars, as seen from Earth, can be observed, described, and predicted.

## Social Studies

### Political Science

SS.PS2.a.1-2

Compare rights and responsibilities within the classroom, school, and community.  
Classify basic rights that all humans have (i.e., life, liberty, safety).

### Economics

SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and local institutions (e.g. schools, police stations, fire station) do for people.

### Geography

SS.Geog2.a.K-1 analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, and tribal.

### History

SS.Hist3.c.e Explain how something from the past can affect your life now.

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## 2nd Grade

### English Language Arts

#### Reading Foundational Skills

RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode \* regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).

f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding

#### Reading

R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL) \* One or two word topic.

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## Writing

W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.2.2 Write text in a variety of modes:

- a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.
- b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- c. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.3 Create writing that utilizes:

- a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.

## Speaking and Listening

SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly.

## Language

L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- \*a. adjectives, regular plural nouns, irregular plural nouns
- \*b. production of complete simple sentences

L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).



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## Math

### Operations and Algebraic Thinking

#### M.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

#### M.2.OA.B.2

Flexibly and efficiently add and subtract within 20 using multiple mental strategies which may include counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

\*By end of Grade 2, know from memory all sums and differences of two one-digit numbers.

### Numbers and Operations in Base 10

#### M.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- a. 100 can be thought of as a bundle of ten tens -- called a "hundred".
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

#### M.2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

#### M.2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

#### M.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, and describe the result of the comparison using words and symbols ( $>$ ,  $=$ , and  $<$ ).

#### M.2.NBT.B.5

Flexibly and efficiently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

\*Introduce quarters as 25 at beginning of year, mastery of nickels and quarters by the end of 2nd grade.

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**M.2.NBT.B.6**

Add up to four two-digit numbers using strategies based on place value and properties of operations.

**M.2.NBT.B.7**

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

**M.2.NBT.B.8**

Mentally add 10 or 100 to a given number 100 - 900, and mentally subtract 10 or 100 from a given number 100 - 900.

## **Measurement and Data**

**M.2.MD.B.6**

Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2 ... and represent whole-number sums and differences within 100 on a number line.

## **Science**

### **Engineering Technology and Application**

**SCI.ETS3.A.K-2**

People of diverse backgrounds can become scientists and engineers. People have practiced science and engineering for a long time. Creativity and imagination are important to science and engineering.

**SCI.ETS3.B.K-2**

Scientists use evidence to explain the natural world.  
Science assumes natural events happen today as they happened in the past.  
Engineers solve problems to meet the needs of people and communities.

**SCI.ETS3.C.K-2**

Science and engineers use many approaches to answer questions about the natural world and solve problems.

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Scientific explanations are strengthened by being supported with evidence. An engineering problem can have many solutions. The strength of a solution depends on how well it solves the problem.
<b>Life Science</b>
SCI.LS2.A.2 Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around.
SCI.LS1.D.2 There are many different kinds of living things in any area, and they exist in different places on land and in water.
<b>Physical Science</b>
SCI.PS1.A.2 Matter exists as different substances that have different observable properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.
SCI.PS1.B.2 Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
<b>Earth and Space Science</b>
SCI.ESS2.C.2 Water is found in many types of places and in different forms on Earth.

<b>Social Studies</b>
<b>Political Science</b>
SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.
SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher).

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## **Economics**

SS.Econ4.a.2 Hypothesize how a good gets to the local community market.

## **Geography**

SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).

SS.Geog1.b.1-2

Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.

## **History**

SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.

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## 3rd Grade

English Language Arts
<b>Reading Foundational Skills</b>
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Read grade-appropriate irregularly spelled words. e. Apply common encoding rules:
<b>Reading</b>
R.3.1 *Answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
R.3.5 *Identify and use text features to build comprehension. (RI)
R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)
R.4.7 Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
R.5.7 Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)

# Colby School District Essential Standards



## Writing

W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.3.2 Write text in a variety of modes:

- a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.
- b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.

W.3.3 Create writing that utilizes:

- a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
- B. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

- b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).

SL.3.3 Ask and answer questions about information from a speaker\*

## Language

L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of new words when a suffix or prefix is added.

L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- a. Irregular and regular nouns and verbs.
- b. Simple verb tenses.
- c. Subject-verb agreement
- d simple \*sentences

L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Discern when and where it is appropriate to use standardized English

Appropriately use and explain the intended purpose in conventions with:

# Colby School District Essential Standards



e. Use conventional spelling for high frequency words.

## Math

### Number and Operations Fractions

M.3.NF.A.1 Understand a unit fraction as the quantity formed when a whole is partitioned into equal parts and explain that a unit fraction is one of those parts (e.g.,  $1/4$ ). Understand fractions are composed of unit fractions. For example,  $7/4$  is the quantity formed by 7 parts of the size  $1/4$

### Operations and Algebraic Thinking

M.3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

M.3.OA.C.6 [WI.2010. 3.OA.B.7]

Use multiplicative thinking to multiply and divide within 100.

a. Use the meanings of multiplication and division, the relationship between the operations (e.g., knowing that  $8 \times 5 = 40$ , one could reason that  $40 \div 5 = 8$ ), and properties of operations (e.g., the distributive property) to develop and understand strategies to multiply and divide within 100.

b. Flexibly and efficiently use strategies, the relationship between the operations, and properties of operations to find products and quotients with multiples of 0, 1, 2, 5, & 10 within 100 (Updated from the 2010 standards).

### Numbers and Operations in Base 10

M.3.NBT.A.2

Flexibly and efficiently add and subtract within 1,000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

### Measurement and Data

M.3.MD.A.1

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line.

# Colby School District Essential Standards



## Science

### Engineering Technology and Application

SCI.ETS3.B.3-5

Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. Scientific findings are limited to what can be supported with evidence from the natural world.

SCI.ETS3.B.3-5

Basic laws of nature are the same everywhere in the universe (e.g. gravity, conservation of matter, energy transfer, etc.). Engineering solutions often have drawbacks as well as benefits.

SCI.ETS3.C.3-5

The products of science and engineering are not developed through one set “scientific method” or “engineering design process.” Instead, they use a variety of approaches described in the Science and Engineering Practices.

Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence. There is no perfect design in engineering. Designs that are best in some ways (e.g. Safety or ease of use) may be inferior in other ways (e.g. cost or aesthetics).

### Life Science

SCI.LS1.B.3

Reproduction is essential to every kind of organism. Organisms have unique and diverse life cycles.

SCI.LS2.C.3

When the environment changes, some organisms survive and reproduce, some move to new locations, some move into transformed environments, and some die.

SCI.LS3.B.3

Different organisms vary in how they look and function because they have different inherited information; the environment also affects the traits that an organism develops.

SCI.LS4.B.3

Differences in characteristics between individuals of the same species provide advantages in surviving and reproducing.



# Colby School District Essential Standards



## Physical Science

SCI.PS2.A.3

Qualities of motion and changes in motion require description of both size and direction.

The effect of unbalanced forces on an object results in a change of motion.

Patterns of motion can be used to predict future motion.

## Earth and Space Science

SCI.ESS2.D.3

Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed.

## Social Studies

### Political Science

SS.PS1.a.i

Differentiate between majority rule and minority rights (as a function of a democratic republic).

\*Study Citizenship and Government at the Local, State and National Level

### Economics

SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).

### Geography

SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.

\*Learn to identify at least 25 of the states on a map, including those that are neighbors to WI.

# Colby School District Essential Standards



## History

SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.

# Colby School District Essential Standards



## Introduction:

Colby School District uses the Wisconsin State Academic Standards for instruction. All standards are taught, but these standards are considered essential for student mastery in that grade. An asterisk\* indicates a change from the original standard. Not all strands have essentials for certain grade levels. Additional courses and areas will be added as completed.

## 4th Grade

### English Language Arts

#### Reading Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

See L.4.6 for additional spelling/encoding/word analysis guidance.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Reading

R.4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

R.4.3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)

Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

R.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

R4.5 \*Identify overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.

# Colby School District Essential Standards



R.4.6 In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)

R.4.7 Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)

## Writing

W.4.1 Compose reflective \* writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.4.2 Write text in a variety of modes:

a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.

W.4.3 Create writing that utilizes:

a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition.

Structure of text reflects the purpose.

B. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.

## Speaking and Listening

SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

## Language

L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b Explain common idioms\*

c. Understand words by relating them to synonyms and antonyms.

L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

a \*Identify and use phrases that are basic to a particular topic? writing?

L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

# Colby School District Essential Standards



e. Compound and complex sentences.

L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English

Appropriately use and explain the intended purpose in conventions with:

a. Capitalization.

D. Spell grade-level words correctly using reference materials to solve words as needed.

## Math

### Number and Operations Fractions

M.4.NF.A.1 Understand fraction equivalence.

a. Explain why a fraction is equivalent to another fraction by using visual fraction models (e.g., tape diagrams and number lines), with attention to how the number and the size of the parts differ even though the two fractions themselves are the same size.

b. Understand and use a general principle to recognize and generate equivalent fractions that name the same amount.

M.4.NF.A.2 Compare fractions with different numerators and different denominators while recognizing that comparisons are valid only when the fractions refer to the same whole. Justify the conclusions by using visual fraction models (e.g., tape diagrams and number lines) and by reasoning about the size of the fractions, using benchmark fractions (including whole numbers), or creating common denominators or numerators. Describe the result of the comparison using words and symbols ( $>$ ,  $=$ , and  $<$ ).

M.4.NF.B.3 Understand composing and decomposing fractions.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction into a sum of unit fractions and/or multiples of that unit fraction in more than one way, recording each decomposition by an equation. Justify decompositions with explanations, visual fraction models, or equations. For example:  $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ;  $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ;  $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ .

c. Add and subtract fractions, including mixed numbers, with like denominators (e.g.,  $\frac{3}{8} + \frac{2}{8}$ ) and related denominators (e.g.,  $\frac{1}{2} + \frac{1}{4}$ ,  $\frac{1}{3} + \frac{1}{6}$ ) by using visual fraction models (e.g., tape diagrams and number lines), properties of operations, and the relationship between addition and subtraction.

d. Solve word problems involving addition and subtraction of fractions with like and related denominators, including mixed numbers, by using visual fraction models and equations to represent the problem.

Students are not required to rename fractions in lowest terms nor use least common denominators.

M.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.

a. Understand a fraction as a group of unit fractions or as a multiple of a unit fraction.

For example,  $\frac{5}{4}$  can be represented visually as 5 groups of  $\frac{1}{4}$ , as a sum of unit fractions  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ , or as a multiple of a unit fraction  $5 \times \frac{1}{4}$ .

# Colby School District Essential Standards



b. Represent a whole number times a non-unit fraction (e.g.,  $3 \times 2/5$ ) using visual fraction models and understand this as combining equal groups of the non-unit fraction (3 groups of  $2/5$ ) and as a collection of unit fractions (6 groups of  $1/5$ ), recognizing this product as  $6/5$ .

c. Solve word problems involving multiplication of a whole number times a fraction by using visual fraction models and equations to represent the problem. Understand a reasonable answer range when multiplying with fractions.

For example, if each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

M.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

For example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ .

M.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100, connect decimals to real-world contexts, and represent with visual models (e.g., number line or area model).

For example, rewrite 0.62 as  $62/100$ ; describe a length as 0.62 meters; locate 0.62 on a number line.

M.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100, connect decimals to real-world contexts, and represent with visual models (e.g., number line or area model).

For example, rewrite 0.62 as  $62/100$ ; describe a length as 0.62 meters; locate 0.62 on a number line.

## Operations and Algebraic Thinking

M.4.OA.A.1

Interpret a multiplication equation as a multiplicative comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

M.4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

M.4.OA.A.3

Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.

Represent these problems using equations with a letter standing for the unknown quantity.

Assess the reasonableness of answers using mental computation and estimation strategies.

## Numbers and Operations in Base 10

M.4.NBT.A.1

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.

M.4.NBT.A.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place and describe the result of the comparison using words and symbols ( $>$ ,  $=$ , and  $<$ ).

# Colby School District Essential Standards



## M.4.NBT.A.3

Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of their estimates. (e.g., Is my estimate too low or too high? What degree of precision do I need for this situation?)

## M.4.NBT.B.4

Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. \*Instruction using the standard algorithm/ US traditional method.

## M.4.NBT.B.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two twodigit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## M.4.NBT.B.6

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Science

### Engineering Technology and Application

#### SCI.ETS3.A.3-5

Science and engineering knowledge have been created by many cultures.

People use the tools and practices of science and engineering in many different situations (e.g. land managers, technicians, nurses, and welders).

Science and engineering affect everyday life.

#### SCI.ETS3.B.3-5

Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding.

Scientific findings are limited to what can be supported with evidence from the natural world.

#### SCI.ETS3.B.3-5

Basic laws of nature are the same everywhere in the universe (e.g. gravity, conservation of matter, energy transfer, etc.).

Engineering solutions often have drawbacks as well as benefits.

# Colby School District Essential Standards



<b>Life Science</b>
SCI.LS1.A.4 Plants and animals have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction.
SCI.LS1.D.4 Different sense receptors are specialized for particular kinds of information; animals use their perceptions and memories to guide their actions.
<b>Physical Science</b>
SCI.PS3.A.4 Moving objects contain energy. The faster the object moves, the more energy it has.
SCI.PS3.D.4, 5 Plants capture energy from sunlight which can be used as fuel or food. Stored energy in food or fuel can be converted to useable energy.
SCI.PS4.C.4 Patterns can encode, send, receive, and decode information.
<b>Earth and Space Science</b>
SCI.ESS2.B.4 Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.

## Social Studies

### Political Science

SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.



# Colby School District Essential Standards



<b>Economics</b>
SS.Econ1.b.4 Infer potential incentives in a real-world situation.
<b>Geography</b>
SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
<b>History</b>
SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States. *Focus on Wisconsin History - Paleo Indians through WI Statehood.

# Colby School District Essential Standards



## Introduction:

Colby School District uses the Wisconsin State Academic Standards for instruction. All standards are taught, but these standards are considered essential for student mastery in that grade. An asterisk\* indicates a change from the original standard. Not all strands have essentials for certain grade levels. Additional courses and areas will be added as completed.

## 5th Grade

### English Language Arts

#### Reading Foundational Skills

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Reading

R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

R.5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

R.5.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)

R.5.5 Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)

Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

# Colby School District Essential Standards



R.5.7 Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
<b>Writing</b>
<p>W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W.5.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"><li>a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.</li><li>b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.</li><li>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally.</li></ul> <p>W.5.3 Create writing that utilizes:</p> <ul style="list-style-type: none"><li>a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.</li><li>B. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.</li><li>C. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.</li></ul>
<b>Speaking and Listening</b>
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</li><li>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</li><li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</li></ul> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SL.5.5 Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.</p>

# Colby School District Essential Standards



## Language

L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).

b. Interpret similes and metaphors in context.

c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).

d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

a. Conjunctions.

b. Verb tenses.

d. Use of “they” and “their” when referring to singular people or ideas.

L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English

Appropriately use and explain the intended purpose in conventions with:

a. Commas in a \*series, dates, places, and compound sentences.

## Math

# Colby School District Essential Standards



## Number and Operations Fractions

M.5.NF.A.1 Add and subtract fractions and mixed numbers using flexible and efficient strategies, including renaming fractions with equivalent fractions. Justify using visual models (e.g., tape diagrams or number lines) and equations.

For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ .

M.5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .

M.5.NF.B.3 Interpret a fraction as an equal sharing division situation, where a quantity (the numerator) is divided into equal parts (the denominator). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, by using visual fraction models (e.g., tape diagrams or area models) or equations to represent the problem.

For example, when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

M.5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction times a whole number (e.g.,  $2/3 \times 4$ ) or a fraction times a fraction (e.g.,  $2/3 \times 4/5$ ), including mixed numbers.

a. Represent word problems involving multiplication of fractions using visual models to develop flexible and efficient strategies.

For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ .

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

M.5.NF.B.5 Interpret multiplication as scaling (resizing) by estimating whether a product will be larger or smaller than a given factor on the basis of the size of the other factor, without performing the indicated multiplication.

a. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and explain why multiplying a given number by a

# Colby School District Essential Standards



fraction less than 1 results in a product smaller than the given number.  
b. Relate the principle of fraction equivalence to the effect of multiplying or dividing a fraction by 1 or an equivalent form of 1 (e.g.,  $3/3$ ,  $5/5$ ).

**M.5.NF.B.6** Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models (e.g., tape diagrams, area models, or number lines) and equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

**M.5.NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers (e.g.,  $1/3 \div 4$ ) and whole numbers by unit fractions (e.g.,  $4 \div 1/5$ ).

Students able to multiply fractions can develop strategies to divide fractions by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

**A.** Interpret and represent division of a unit fraction by a non-zero whole number as an equal sharing division situation.

For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .

**b.** Interpret and represent division of a whole number by a unit fraction as a measurement division situation.

For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .

**c.** Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem.

For example, how much chocolate will each person get if 4 people share  $1/3$  lb. of chocolate equally? Each person gets  $1/12$  lb. of chocolate. How many  $1/5$ -cup servings are in 4 cups of raisins? There are 20 servings of size  $1/5$ -cup of raisins.

## **Numbers and Operations in Base 10**

**M.5.NBT.A.1**

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.

**M.5.NBT.A.2**

Explain patterns in the number of zeros of the product when multiplying a number by powers of

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10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

## M.5.NBT.A.3

Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .

b. Compare decimals to thousandths based on meanings of the digits in each place and describe the result of the comparison using words and symbols ( $>$ ,  $=$ , and  $<$ ).

## M.5.NBT.A.4

Use place value understanding to generate estimates for problems in real-world situations, with decimals, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of their estimates (e.g. Is my estimate too low or too high? What degree of precision do I need for this situation?)

## M.5.NBT.B.5

Flexibly and efficiently multiply multi-digit whole numbers using strategies or algorithms based on place value, area models, and the properties of operations. \*Instruction using the standard algorithm/ US traditional method.

## M.5.NBT.B.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. \*Instruction using the standard algorithm/ US traditional method.

## M.5.NBT.B.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. \*Instruction using the standard algorithm/ US traditional method.

## Measurement and Data

## M.5.MD.C.3

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a "unit cube", is said to have "one cubic unit" of

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volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.

## M.5.MD.C.4

Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.

## M.5.MD.C.5

Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.

A. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

B. Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving realworld and mathematical problems.

C. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

## Science

### Life Science

#### SCI.LS1.C.5

Food provides animals with the materials and energy they need for body repair, growth, warmth, and motion. Plants acquire material for growth chiefly from air, water, and process matter, and obtain energy from sunlight, which is used to maintain conditions necessary for survival.

#### SCI.LS2.A.5

The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.



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## Physical Science

SCI.PS1.A.4

Matter exists as particles that are too small to see.

Matter is always conserved even if it seems to disappear.

Measurements of a variety of observable properties can be used to identify particular materials.

## Earth and Space Science

SCI.ESS1.A.5

Stars range greatly in size and distance from Earth, and this can explain their relative brightness.

SCI.ESS1.B.5

The Earth's orbit and rotation, and the orbit of the moon around the Earth cause observable patterns.

## Social Studies

### Political Science

SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.

### Economics

SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

### Geography

SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.

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## History

SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.

\*Focus on United States History - Ancient Americans through the Revolutionary War.

# Colby School District Essential Standards



## Introduction:

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## 6th Grade

English Language Arts
<b>Reading</b>
R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
R.6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)
R.6.3 In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
<b>Writing</b>
W.6.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.6.2 Write text in a variety of modes: a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory. b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and wellstructured event sequences.
W.6.3 Create writing that utilizes: a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.

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- b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.
- c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Speaking and Listening

SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study

SL.6.3 Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

## Language

L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- d. Maintain consistency in style and tone.

L.6.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

L.6.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.
- b. Interpret figures of speech (e.g., personification) in context.
- c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.
- d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).

L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

# Colby School District Essential Standards



Appropriately use and explain the intended purpose of language choice with:

- a. Use of objective, subjective, possessive, and intensive pronouns
- b. Strategies to improve expression in conventional language

L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- a. Commas, parentheses, and dashes
- b. Correct spelling

## Math

### Geometry

Notes: Coordinate graphs with all four quadrants, areas of parallelograms, triangles, trapezoids, and composite shapes. Rotating and reflecting shapes on a coordinate graph.

### Ratios and Proportional Relationships

#### M.6.RP.A.1

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

#### M.6.RP.A.2

Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship.

For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

Expectations for unit rates in this grade are limited to non-complex fractions.

#### M.6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number lines, or equations.

A. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

# Colby School District Essential Standards



B. Solve unit rate problems including those involving unit pricing and constant speed.

For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

C. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.

D. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

## Expressions and Equations

M.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.

### M.6.EE.A.2

Write, read, and evaluate expressions in which letters stand for numbers.

a. Write expressions that record operations with numbers and with letters standing for numbers.

For example, express the calculation "Subtract  $y$  from 5" as  $5 - y$ .

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = 1/2$ .

### M.6.EE.A.3

Apply the properties of operations to generate equivalent expressions.

For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .

### M.6.EE.A.4

Identify when two expressions are equivalent (e.g., when the two expressions name the same number regardless of which value is substituted into them).

For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.

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## M.6.EE.B.5

Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

## M.6.EE.B.6

Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

## M.6.EE.B.7

Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.

## M.6.EE.B.8

Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a realworld or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

## M.6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

## The Number System

## M.6.NS.A.1

Interpret, represent and compute division of fractions by fractions; and solve word problems by using visual fraction models (e.g., tape diagrams, area models, or number lines), equations, and the relationship between multiplication and division.

For example, create a story context for  $(2/3) \div (3/4)$  such as “How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt” or “How wide is a rectangular strip of land with length  $3/4$  mile and area  $2/3$  square mile?” Explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ .

# Colby School District Essential Standards



## M.6.NS.C.5

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

## M.6.NS.C.6

Understand a rational number as a point on the number line. Extend number lines and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

A. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.

B. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

C. Find and position integers and other rational numbers on a horizontal or vertical number line; find and position pairs of integers and other rational numbers on a coordinate plane.

## Science

### Life Science

#### SCI.LS1.C.m

Plants use the energy from light to make sugars through photosynthesis.

Within individual organisms, food is broken down through a series of chemical reactions that rearrange molecules and release energy.

#### SCI.LS2.B.m

The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.



# Colby School District Essential Standards



## Physical Science

### SCI.PS1.A.m

The fact that matter is composed of atoms and molecules can be used to explain the properties of substances, diversity of materials, states of matter, phase changes, and conservation of matter.

### SCI.PS2.A.m

Motion and changes in motion can be qualitatively described using concepts of speed, velocity, and acceleration (including speeding up, slowing down, and/or changing direction).

The role of the mass of an object must be qualitatively accounted for in any change of motion due to the application of a force (Newton's first and second law).

For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).

### SCI.PS3.C.m

When two objects interact, each one exerts a force on the other, and these forces can transfer energy between the interacting objects.

### SCI.PS4.C.m

A simple wave model has a repeating pattern with a specific wavelength, frequency, and amplitude, and mechanical waves need a medium through which they are transmitted. This model can explain many phenomena including sound and light. Waves can transmit energy.

## Social Studies

### Political Science

C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights.

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.

C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level.

# Colby School District Essential Standards



## Economics

D.8.2 Identify and explain basic economic concepts; supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services.

D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets.

D.8.8 Explain how and why people who start new business take risks to provide goods and services, considering profits as an incentive.

## Geography

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of patterns of climate and land use, and compute population density.

A.8.7 Describe the movement of people, ideas, diseases and products throughout the world.

SS.Geog5.b.m Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.

## History

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influence the past and the present in United States and world history.

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice and express the position coherently.

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.

Focus on the history of the Western Hemisphere

# Colby School District Essential Standards



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## 7th Grade

English Language Arts
<b>Reading</b>
R.7.2 Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)
R.7.5 In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
R.7.6 In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)
R.7.6 In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)
<b>Writing</b>
W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.7.3 Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use a variety of appropriate transitions that connect and develop ideas.

# Colby School District Essential Standards



c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.

W.7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.7 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

## Speaking and Listening

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.
- d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.

## Language

L.7.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- a. Phrases and clauses
- b. Simple, compound, and complex sentences signaling differing relationships among ideas
- c. Recognizing and correcting dangling modifiers

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## Math

### Ratios and Proportional Relationships

#### M.7.RP.A.1

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.

#### M.7.RP.A.2

Recognize and represent proportional relationships between quantities.

a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

c. Represent proportional relationships by equations.

For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .

d. Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.

#### M.7.RP.A.3

Use proportional relationships to solve multi-step ratio and percent problems.

Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

### Expressions and Equations

#### M.7.EE.A.1

Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

# Colby School District Essential Standards



## M.7.EE.A.2

Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

For example,  $a + 0.05a = 1.05a$  means that "increase by 5%" is the same as "multiply by 1.05."

## M.7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $1/10$  of her salary an hour, or \$2.50, for a new salary of \$27.50.

## M.7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

A. Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Flexibly and efficiently apply the properties of operations and equality to solve equations of these forms. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

B. Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

## The Number System

### M.7.NS.A.1

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line.

a. Describe situations in which opposite quantities combine to make 0.

For example, if you earn \$10 and then spend \$10, you are left with \$0.

b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or

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negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

d. Apply properties of operations as strategies to add and subtract rational numbers.

## M.7.NS.A.2

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

## M.7.NS.A.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

(Note: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

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## Science

### Earth and Space Science

SCI.ESS1.B.m

The solar system contains many varied objects held together by gravity. Solar system models explain and predict eclipses, lunar phases, and seasons.

SCI.ESS2.C.5

Most of Earth's water is in the ocean, and much of the Earth's freshwater is in glaciers or underground.

SCI.ESS3.A.m

Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes.

SCI.ESS3.D.m

Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.

## Social Studies

### Political Science

SS.PS2.b.m. Analyse the right and responsibility of citizens. Synthesis the cultural structures, types of government, and economic systems to explain differing concepts of citizenship.

### Economics

Econ2a.m. Analyze the role of consumers and producers in product markets. Provide examples of how individuals and household are both consumers and producers.



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## **Geography**

Geog1.c.m. Construct mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges and climate zones.

SS.Geog5.b.m Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.

## **History**

SS.Hist1.a.m and Hist1.b.m Use multiple perspectives to analyze and explain issues/effects of events within and across time periods, events, or cultures.

SS.Hist3.a.m Compare events from United States or world history to a current issue or event.

Instruction is focused on the History of the Eastern Hemisphere BC - Present

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## Introduction:

Colby School District uses the Wisconsin State Academic Standards for instruction. All standards are taught, but these standards are considered essential for student mastery in that grade. An asterisk\* indicates a change from the original standard. Not all strands have essentials for certain grade levels. Additional courses and areas will be added as completed.

## 8th Grade

### English Language Arts

#### Reading

R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

R.8.5 In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)

R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

#### Writing

W.8.2 Write text in a variety of modes:

- a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

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W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)

## Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.
- c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.
- d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.

SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

## Language

L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- c. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.

L.8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate

- a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.

B. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.

## Math

### Geometry

#### M.8.G.A.1

Verify experimentally the properties of rotations, reflections, and translations:

- a. Lines are taken to lines, and line segments to line segments of the same length.
- b. Angles are taken to angles of the same measure.
- c. Parallel lines are taken to parallel lines.

#### M.8.G.A.2

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

#### M.8.G.A.3

Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

#### M.8.G.A.4

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

#### M.8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of

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triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.  
For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

## Expressions and Equations

### M.8.EE.A.1

Know and apply the properties of integer exponents to generate equivalent numerical expressions.

For example,  $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .

### M.8.EE.A.2

Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational.

### M.8.EE.A.3

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

For example, estimate the population of the United States as  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger.

### M.8.EE.A.4

Use technology to interpret and perform operations with numbers expressed in scientific notation. Choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading).

### M.8.EE.B.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph.

Compare two different proportional relationships represented in different ways.

For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

### M.8.EE.B.6

Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through

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the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

**M.8.EE.C.7** Solve linear equations in one variable.

A. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into equivalent forms.

B. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

**M.8.EE.C.8**

Analyze and solve pairs of simultaneous linear equations.

A. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

B. Solve systems of two linear equations in two variables by graphing and analyzing tables. Solve simple cases represented in algebraic symbols by inspection.

For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.

c. Solve real-world and mathematical problems leading to two linear equations in two variables.

For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

## Functions

**M.8.F.A.1**

Understand that a function is a rule that assigns to each input exactly one output. The graph of a numerically valued function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.

**M.8.F.A.2**

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

**M.8.F.A.3**

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Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.  
For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

## M.8.F.B.4

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

## M.8.F.B.5

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, continuous or discrete). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## Science

### Life Science

#### SCI.ESS3.D.m

Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.

#### SCI.LS2.A.m

Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.

#### SCI.LS3.B.m

In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism.

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SCI.LS4.C.m

Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more common.

## Physical Science

SCI.PS3.D.m

Sunlight is captured by plants and used in a chemical reaction to produce sugar molecules for storing this energy. This stored energy can be released by respiration or combustion, which can be reversed by burning those molecules to release energy.

## Social Studies

### Political Science

SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.

### Economics

SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.

### Geography

SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.

### History

SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.



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Focus on American History from 1492-1860