

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.

Language Arts English 9

R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)
In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

W.9-10.2 Write text in a variety of modes:

- a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

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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. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.9-10.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

SL.9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

L.9-10.4 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.9-10.6 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:

- Use colons and semicolons appropriately.
- Spell correctly.

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Language Arts English 10

R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)
In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:

- connecting writers and readers,
- producing accessible experiences for specific audiences, and
- dynamically and flexibly matching modes with ideas to communicate with readers.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

SL.9-10.2 Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.

SL.9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.2 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. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference

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materials as appropriate.

b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4 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.

Language Arts English 11

R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)

In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)

In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)

R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI)

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

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W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.
- c. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.
- d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.1 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. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
- c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
- d. Recognize standardized guidelines and style manuals exist for various

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disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

L.11-12.3 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; analyze nuances in the meaning of words with similar denotations.

B. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

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Language Arts: Creative Writing and Presentation

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.11-12.3 Create writing that utilizes:

- a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
- b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.11-12.1 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. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
- c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.

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- d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
- e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

L.11-12.3 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; analyze nuances in the meaning of words with similar denotations.
- b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

L.11-12.5 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. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
- b. Identify ways in which usage and conventions vary and are sometimes contested.
- c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).

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Language Arts Classical Mythology

R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL)
In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)
In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

W.11-12.4 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.)

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

- Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Consider individual differences when communicating with others.

L.11-12.1 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.

- Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
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- Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
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e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

L.11-12.4 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.

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Communication Speech

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.11-12.3 Create writing that utilizes:

- a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
- b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

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- context, purpose, genre, and audience needs when writing and speaking).
- c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
 - d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
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- a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
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Social Studies Citizenship

SS.Inq1.a.h

Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h

Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h

Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.

SS.Inq5.a.h

Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.BH1.b.h

Examine the effects of discrimination on identity.
Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.

SS.BH2.b.h

Critique interpretations of how different cultures interact with their environment.

SS.BH3.a.h

Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Econ1.a.h

Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

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SS.Econ2.a.h

Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.

Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).

SS.Econ2.b.h

Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.

Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.

SS.Econ3.a.h

Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.

Analyze why unemployment rates differ for people of different ages, races, and genders.

Use economic indicators to analyze the current and future state of the economy.

Econ3.b: Money SS.Econ3.b.1

Categorize types of money (e.g., coins, bills) and explain why money is used.

Formulate reasons why people save.

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.

SS.Econ3.b.m

Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).

Assess how interest rates influence borrowing and investing.

SS.Econ3.b.h

Evaluate the structure and functions of money in the United States, including the role of interest rates.

SS.Econ4.a.h

Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events.

Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.

SS.Econ4.c.h

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Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy.

SS.Econ4.d.h

Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.

Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.

SS.Econ4.e.h

Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies

Analyze the role of comparative advantage in international trade of goods and services.

SS.Geog1.b.h

Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.

SS.Geog2.a.h

Evaluate population policies by analyzing how governments affect population change.

Analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.

SS.Geog2.b.h

Evaluate the impact of major international migrations, both past and present, on physical and human systems.

SS.Geog2.c.h

Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Geog3.a.h

Evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries.

Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.

SS.Geog3.b.h

Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.

Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).

SS.Geog5.b.h

Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.

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SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives.
Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives.
Evaluate how different groups and individuals contributed to the effect.

SS.Hist2.b.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.c.h

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist3.c.h

Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.Hist4.b.h

Analyze how the intended audience influences a primary or secondary source.

SS.Hist4.c.h

Analyze the intended purpose of a specific primary or secondary source.

SS.PS1.a.h

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.
Analyze sources of governmental authority.

SS.PS1.b.h

Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.
Analyze the foundational ideas of United States government that are embedded in founding era documents.
Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.
Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare or contrast to the United States Constitution.

SS.PS2.a.h

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Critique the struggle for suffrage and citizenship= since the founding period.

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

SS.PS2.b.h

Assess the difference in constitutional and legal protections for citizens vs. noncitizens.

Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

SS.PS2.c.h

Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.

Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ).

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

SS.PS3.a.h

Create and evaluate solutions to increase voter participation.

Evaluate their role in government at the local, state, tribal, and federal levels.

SS.PS3.c.h

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS3.d.h

Evaluate the effectiveness of public policy actions and processes.

SS.PS4.a.h

Create arguments by researching and interpreting claims and counterclaims.

SS.PS4.b.h

Analyze the effects of a political compromise with major historical impact.

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Social Studies World History

SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

SS.Inq2.b.h

Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h

Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.

SS.Inq4.a.h

Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.BH2.a.h

Investigate how language and culture can unify a group of people.

Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.BH2.b.h

Critique interpretations of how different cultures interact with their environment.

SS.BH3.a.h

Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.

Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.BH4.a.h

Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.

SS.Econ1.a.h

Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

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SS.Econ2.a.h

Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.

Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).

SS.Econ2.b.h

Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.

Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.

SS.Econ3.a.h

Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.

Analyze why unemployment rates differ for people of different ages, races, and genders.

Use economic indicators to analyze the current and future state of the economy.

SS.Econ4.a.h

Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events.

Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.

SS.Econ4.c.h

Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy

SS.Geog1.a.h

Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems.

Explain how current geospatial technologies

(e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog1.b.h

Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.

SS.Geog2.a.h

Evaluate population policies by analyzing how governments affect population change.

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Analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.

SS.Geog2.b.h

Evaluate the impact of major international migrations, both past and present, on physical and human systems.

SS.Geog2.d.h

Evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities.

Analyze the impact of rural decline and urbanization on a place.

SS.Geog3.b.h

Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.

Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).

SS.Geog5.a.h

Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.

SS.Geog5.b.h

Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.

SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives.

Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives.

Evaluate how different groups and individuals contributed to the effect.

SS.Hist2.a.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

SS.Hist3.a.h

Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.c.h

Evaluate and justify predictions of potential outcomes of current events based on the past.

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SS.Hist4.a.h

Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.c.h

Analyze the intended purpose of a specific primary or secondary source.

SS.Hist4.d.h

Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

SS.PS2.b.h

Assess the difference in constitutional and legal protections for citizens vs. noncitizens.

Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

SS.PS3.c.h

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations

SS.PS3.d.h

Evaluate the effectiveness of public policy actions and processes.

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Social Studies US History

SS.Inq1.a.h

Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

SS.Inq3.a.h

Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Inq3.b.h

Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.

SS.Inq5.a.h

Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.BH1.a.h

Analyze biological and environmental factors that influence a person's cognition, perception, and behavior.

Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH1.b.h

Examine the effects of discrimination on identity.

Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.

SS.BH2.b.h

Critique interpretations of how different cultures interact with their environment.

SS.Econ1.a.h

Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

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SS.Econ1.b.h

Evaluate how incentives determine what is produced and distributed in a competitive market system.

SS.Econ2.a.h

Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.

Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).

SS.Econ2.b.h

Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.

Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.

SS.Econ3.a.h

Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.

Analyze why unemployment rates differ for people of different ages, races, and genders.

Use economic indicators to analyze the current and future state of the economy.

SS.Econ3.b.h

Evaluate the structure and functions of money in the United States, including the role of interest rates.

SS.Econ3.c.h

Connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP.

Compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).

SS.Econ4.b.h

Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country.

Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy.

Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).

SS.Econ4.d.h

Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.

Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.

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SS.Econ4.e.h

Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies

Analyze the role of comparative advantage in international trade of goods and services.

SS.Geog1.b.h

Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.

SS.Geog1.c.h

Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.

Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.

SS.Geog2.b.h

Evaluate the impact of major international migrations, both past and present, on physical and human systems.

SS.Geog2.c.h

Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Geog3.b.h

Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.

Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).

SS.Geog5.a.h

Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.

SS.Geog5.b.h

Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.

SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives.

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SS.Hist1.b.h

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives.

Evaluate how different groups and individuals contributed to the effect.

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SS.Hist2.b.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.c.h

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist4.a.h

Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h

Analyze how the intended audience influences a primary or secondary source.

SS.Hist4.c.h

Analyze the intended purpose of a specific primary or secondary source.

SS.PS1.a.h

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

SS.PS1.b.h

Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.

Analyze the foundational ideas of United States government that are embedded in founding era documents.

Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.

Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare or contrast to the United States Constitution.

SS.PS2.a.h

Critique the struggle for suffrage and citizenship since the founding period.

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

SS.PS2.c.h

Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.

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Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ).

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernmental organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

SS.PS3.a.h

Create and evaluate solutions to increase voter participation.

Evaluate their role in government at the local, state, tribal, and federal levels.

SS.PS3.d.h

Evaluate the effectiveness of public policy actions and processes.

SS.PS4.b.h

Analyze the effects of a political compromise with major historical impact.

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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.

Science Physical Science

SCI.PS1.B.h Chemical processes are understood in terms of collisions of molecules, rearrangement of atoms, and changes in energy as determined by properties of elements involved.
SCI.PS1.C.h Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy.
SCI.PS3.A.h Systems move towards more stable states.
SCI.PS3.B.h The total energy within a system is conserved. Energy transfer within and between systems can be described and predicted in terms of energy associated with the motion or configuration of particles (objects).
SCI.ESS2.C.h The planet's dynamics are greatly influenced by water's unique chemical and physical properties.
SCI.ESS2.D.h The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors.

Science Biology

SCI.LS2.A.h Ecosystems have carrying capacities resulting from biotic and abiotic factors. The fundamental tension between resource availability and organism populations affects the abundance of species in any given ecosystem. The combination of the factors that affect an organism's success can be measured as a multidimensional niche.
SCI.LS2.B.h

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Photosynthesis and cellular respiration provide most of the energy for life processes. Only a fraction of matter consumed at the lower level of a food web is transferred up, resulting in fewer organisms at higher levels. At each link in an ecosystem, elements are combined in different ways, and matter and energy are conserved. Photosynthesis and cellular respiration are key components of the global carbon cycle.

SCI.LS2.C.h

If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem.

SCI.LS4.D.h

Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth.

SCI.ESS2.D.h

The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors.

Colby School District Essential Standards



Introduction:

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Mathematics Algebra 1

M.A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

For example, in the expression representing height of a projectile, $-16t^2+vt+c$ recognizing there are three terms in the expression, factors within some of the terms, and coefficients. Interpret within the context the meaning of the coefficient -16 as related to gravity, the factor of v as the initial velocity, and the c -term as initial height.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

For example, interpret the expression representing population growth $P(1+r)^n$ as the product of P and a factor not depending on P . Interpret the meaning of the P -factor as initial population, and the other factor as being related to growth rate and a period of time.

M.A.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

M.A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

M.A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

M.A.REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

M.A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

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M.A.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

M.A.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

M.F.IF.A.1 Understand that a function from one set, discrete or continuous, (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.

M.F.IF.A.2 Use function notation, evaluate functions, and interpret statements that use function notation in terms of a context.

M.F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

- a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

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Mathematics Algebra 2

M.N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents.

M.N.CN.A.2 (+) Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

M.A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.

For example, see $x^4 - y^4$ as $(x^2 - y^2)$

$(x^2 + y^2)$

2, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

M.A.APR.B.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

M.A.APR.D.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$,

where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using

inspection, long division, or, for the more complicated examples, a computer algebra system.

M.A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

M.F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs

and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

M.F.BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

M.F.BF.B.4 Identify and create inverse functions, using tables, graphs, and symbolic methods to solve for the other variable.

For example: Each car in a state is assigned a unique license plate number and each license plate number is

assigned to a unique car; thus there is an inverse relationship. Rearrange the formula $C = 59(F - 32)$ so you

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solve for F. You examine a table of values and realize the inputs and outputs are invertible. Two graphs are symmetrical about the line $y = x$.

M.F.LE.A.4 For exponential models, express as a logarithm the solution to $abcct = d$ where a, c, and d are numbers and the base b is 2,10, or e; evaluate the logarithm using technology.

M.F.TF.A.1 1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

Mathematics Geometry

M.G.CO.A.4
(F2Y)

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

M.G.CO.B.7
(F2Y)

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

M.G.CO.B.8
(F2Y)

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

M.G.CO.C.10
(F2Y)

Prove theorems about triangles. Theorems should include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

M.G.SRT.A.3
(F2Y)

Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

M.G.SRT.B.4
(F2Y)

Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the

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other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

M.G.SRT.B.5

(F2Y)

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

M.G.SRT.C.6

(F2Y)

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

M.G.SRT.C.8

(F2Y)

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

M.G.C.B.2

(F2Y)

[WI.2010.

G.C.B.5]

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

M.G.GPE.B.4

(F2Y)

Use coordinates to prove simple geometric theorems algebraically.

For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

M.G.GMD.B.3

(F2Y)

[WI.2010.

G.GMD.4]

Identify three-dimensional objects generated by rotations of two-dimensional objects.

M.SP.ID.A.2

(F2Y)

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

M.SP.ID.A.3

(F2Y)

Interpret differences in shape, center, and spread in the context of the data sets, accounting for

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possible effects of extreme data points (outliers).

M.SP.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

M.SP.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

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