

Essential Standards Chart

What Is It We Expect Students to Learn?						
Grade:	Subject:	Semester:	Team Members:			
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards	
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?	

**Professional Learning Communities
Essential Standards and Common Assessments**

Course Title: Instrumental Music: Band/Orchestra Ensembles; All levels

Team Member: Doug Fischer

Standard #	Standard/Description	Example/Rigor	Prior Skills Needed	Common Assessment	When Taught
1.1	Read, write, and perform intervals and triads.	Practicing scales and arpeggios	Key signatures and fingering skills	Periodic quizzes, depending on the level of the ensemble.	Daily; advanced ensembles as a warm-up exercise.
1.4	Sight read simple melodies in the treble and bass clef.	Performing exercises from the text workbook.	Performing exercises from previous pages	Periodic quizzes; is the progress by the class acceptable?	Daily
1.5	Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.	Practicing a variety of repertoire in class, not just preparing for performances.	Ability to sight read musical notation and rhythmic symbols.	Oral discussion about the music, including melodic, harmonic, and rhythmic concepts.	Once a week.
2.3	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation by oneself and in ensembles. (level of difficulty: 1-3 on a scale of 6) 1=Beg. 2=Int. 3=Adv.	Preparing musical selections for performance. These may be part of an assembly or concert program.	As noted above. The more difficult the music is, the more technical skills and musical knowledge students must have.	Video/audio tapes of performances. Written reflective essays by the students about each performance, evaluating the music that was played.	After each performance; approximately 3-6 per year, depending on the level of the ensemble.
3.3	Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.	Music found in book; students will compare and contrast.	Ability to listen and distinguish; possibly listening to examples of multi-cultural music.	Oral discussion about the differences in the musical tonality, texture, rhythm, etc.	Spring semester; after basic fundamentals have been covered.
4.1	Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.	Essays from performances as noted above. Students also have a weekly listening requirement of 3 musical selections.	Prior knowledge about musical concepts.	Comparisons between musical pieces; both those performed, and those heard either by other ensembles or recordings.	This is an ongoing process throughout the year as we develop goals for the ensemble in class, as well as in performances.

2007/2008 Second Semester Essential Standards

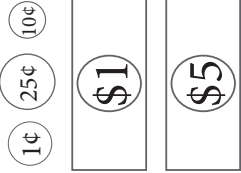
Course Title: **ALGEBRA I**

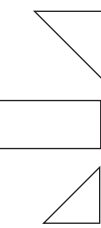
Team Members: Jackie Martin, Bre Welch, Jackie Stoerger, Mary Hingst

Standard #	Standard/Description	Example/Rigor	Prior Skills Needed	Common Assessment	When Taught
2.0 10.0	Students understand and use the rules of exponents. Students multiply and divide monomials	Simplify: $\frac{5x^3y^7}{10xy^9}$	Multiplying monomials and polynomials (Chapter 4)	Chapter 4 CA	Feb.
11.0	Students apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.	Factor completely: 1. $3a^2 - 24ab + 48b^2$ 2. $x^2 - 121$ 3. $9x^2 + 12x + 4$	Multiplying and dividing monomials and polynomials. (Chapter 4 and Chapter 5: Sec 1-3)	Chapter 5 CA	Feb.
12.0	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	Simplify: $\sqrt{16} + \sqrt[3]{8} \quad x^2 - 4xy + 4y^2$ $3xy - 6y^2$	Factoring by finding GCF, difference of two squares, and trinomials. (Chapter 5)	Chapter 6 CA	March
2.0	Students understand and use the operation of taking a root and raising to a fractional power.	Simplify: $\sqrt{16} + \sqrt[3]{8}$	Understanding rational and irrational numbers and prime factoring.	Chapter 11: Sec 3, 4, 5 CA	March
14.0	Solve a quadratic equation by factoring or completing the square.	Solve by completing the square: $x^2 + 4x = 6$	Factor quadratics (Ch. 5) and simplifying radicals (Ch. 11)	Chapter 12: Sec 1-4 and Chapter 5 Sec 12 CA	Late March
21.0	Students graph quadratic functions and know that their roots are the x- intercepts.	Graph: $y = x^2 - 3x - 4$ and state the x intercepts.	Solving quadratic equations by factoring, completing the square and quadratic formula. (Chapter 12)	Chapter 8: Sec 8 and pg 389 CA	April

MATH: SECOND-GRADE ESSENTIAL STANDARDS

Standard—Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can compare whole numbers to 1,000 by using symbols <, =, >.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Example: What goes in the box to make this problem correct? $62 \square 21 + 31$ $< > = +$</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I know the place value of digits from 1 to 1,000. I understand key words: <i>greater than, less than, fewer, least, and most.</i></p>	<p>What assessments will be used to measure student mastery?</p> <p>CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.</p>	<p>When will this standard be taught?</p> <p>September</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can compare money written in decimal form.</p>
<p>I can use commutative and associative rules to simplify addition and check my answers.</p>	<p>Example: Which problem can you use to check your answer for $9 + 5 = 14$? $13 - 5 = 9$ $14 - 9 = 5$ $5 + 9 = 14$</p>	<p>I understand relationships within fact families.</p>	<p>Same as above</p>	<p>October</p>	<p>I can use commutative and associative rules to simplify multiplication and check my answers.</p>

Standard—Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can add and subtract multidigit numbers with regrouping.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Examples: a) $638 + 734 =$ b) Jose gathered 714 stickers and then gave 476 away to his friends. How many stickers does he have left? c) 345 $\begin{array}{r} +465 \\ \hline \end{array}$ 387 $\begin{array}{r} -149 \\ \hline \end{array}$</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can follow steps when regrouping. I can count on and back. I can recognize when regrouping is necessary. I can add and subtract sums to 20 and differences from 20, and I relate addition and subtraction facts. Examples: $8 + 7 =$ $8 +$ what number $= 15$</p>	<p>Same as above</p>	<p>October–November</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can solve multiplication and division problems. I can apply addition and subtraction skills to multistep problems involving multiple operations.</p>
<p>I can solve problems using combinations of coins and bills.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p> Example: What is the total value? $\\$6.06$ $\\$6.36$ $\\$6.26$</p>	<p>I know the value of bills and coins. I can add coins and bills together. I know symbols to use when writing money.</p>	<p>Same as above</p>	<p>December</p>	<p>I can create budgets for my classroom and determine how much money would be necessary to purchase supplies.</p>

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I have memorized the products of 2, 5, and 10, multiplying from 1 to 9.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Example: Find the following products: $7 \times 2 =$ $5 \times 6 =$ $5 \times 10 =$</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can use repeated addition, arrays, and skip counting to multiply.</p>	<p>What assessments will be used to measure student mastery?</p> <p>Same as above</p>	<p>When will this standard be taught?</p> <p>February</p>	<p>What will we do when students have learned the essential standards?</p> <p>I have memorized the products of all digits.</p>
<p>I can recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p>	<p>Example: Which fraction has the greatest value? $\frac{1}{2}$ $\frac{1}{5}$ $\frac{1}{7}$ $\frac{1}{12}$</p>	<p>I understand the value of fractions. I can visualize different fractions.</p>	<p>Same as above</p>	<p>March</p>	<p>I can add fractions with like denominators and create pictures that represent the problem.</p>
<p>I can measure objects in inches to the nearest quarter inch.</p>	<p>Example: Measure this line _____ to the nearest quarter inch.</p>	<p>I can describe the length of objects using familiar objects, like paper clips.</p>	<p>Same as above</p>	<p>May</p>	<p>I can solve problems involving the measurement of volume and mass.</p>
<p>I can put shapes together and take them apart to form other shapes.</p>	<p>Example: Two right triangles can be arranged to form a rectangle.</p> 	<p>I can recognize and name shapes. I know how many vertices, edges, and sides a shape has.</p>	<p>Same as above</p>	<p>May</p>	<p>I can measure and compute the perimeters of shapes when both are separate and put together.</p>
<p>I can represent the same data set in more than one way.</p>	<p>Example: A class has 3 apples, 4 oranges, and 6 bananas. Create two graphs that represent this data.</p>	<p>I can read graphs. I can interpret tally marks.</p>	<p>Same as above</p>	<p>June</p>	<p>I can plan and implement a class survey, and gather results. I can graph and display the data.</p>

READING: SECOND-GRADE ESSENTIAL STANDARDS

Standard—Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can read one-syllable and two-syllable words with short vowels, long vowels, and with common prefixes and suffixes.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Examples: a) I can read <i>return</i>, <i>later</i>, <i>chapter</i>, <i>plugging</i>. b) I can read a second-grade passage at a rate of 110 words correct per minute.</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can read one-syllable words with consonant digraphs, long vowels, and inflectional endings. I can read <i>chat</i>, <i>play</i>, <i>cave</i>, <i>deeply</i>.</p>	<p>What assessments will be used to measure student mastery?</p> <p>Students read second-grade words and passages that include one- and two-syllable words with short and long vowels and with common prefixes and suffixes. Teachers track running records monthly.</p>	<p>When will this standard be taught?</p> <p>Monthly</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can read multisyllable words with Latin suffixes.</p>
<p>I can see patterns when reading and use patterns to read and write new words.</p>	<p>Examples: a) I can read the following: peach, paw. b) I can read a second-grade passage at a rate of 110 words correct per minute.</p>	<p>I know vowel and spelling patterns.</p>	<p>Students read grade-level passages on a monthly basis. Teachers take running records and analyze patterns of errors.</p>	<p>Monthly</p>	<p>I can produce a portfolio of words with diphthongs and other special vowel spellings.</p>
<p>I can use syllabication rules when reading.</p>	<p>Examples: a) Read the following: v/cv = <i>sup</i>/per b) Read a second-grade passage at a rate of 110 words correct per minute.</p>	<p>I can identify vowels and consonants. I can understand and apply syllabication rules.</p>	<p>Same as above</p>	<p>Monthly</p>	<p>I can consistently use all six syllable types in decoding words.</p>

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can decode two-syllable nonsense words and regular multisyllable words.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Examples: a) I can read the following: map/pet; sit/ten; nal/low. b) I can read a second-grade passage at a rate of 110 words correct per minute.</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can identify vowels and consonants. I can understand and apply syllabication rules.</p>	<p>What assessments will be used to measure student mastery?</p> <p>Students read grade-level passages on a monthly basis. Teachers take running records and analyze patterns of errors.</p>	<p>When will this standard be taught?</p> <p>Monthly</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can decode/read irregular multisyllable words.</p>
<p>I can describe how characters behave throughout a story after key events or challenges.</p>	<p>Example: After reading <i>Frog and Toad Together</i>, I can give three details about how Frog changes throughout the story.</p>	<p>I can describe characters, settings, and events. After listening to the teacher read <i>Matilda</i>, I can describe one character, one setting, and one key event.</p>	<p>CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.</p>	<p>October</p>	<p>I can describe characters' motivation and feelings throughout a story. I can explain how characters' actions affect key events.</p>
<p>I can identify and use regular and irregular plurals.</p>	<p>Example: I can read the following (-s, -es, -ies): fly/flies; wife/wives.</p>	<p>I can recognize roots and bases. I know rules for regular and plurals.</p>	<p>Same as above Also, students read grade-level passages monthly—in this case, passages that contain plurals. Teachers take running records and analyze error patterns.</p>	<p>November</p>	<p>I can produce a portfolio of irregular plurals drawn from my experiences and independent reading.</p>

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can understand and explain antonyms and synonyms.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Examples: a) What is an antonym for scared? (Brave) b) What is a synonym for full? (Stuffed) c) Which word means the opposite of loud? (Quiet)</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I know the meaning of antonym and synonym.</p>	<p>What assessments will be used to measure student mastery?</p> <p>CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.</p>	<p>When will this standard be taught?</p> <p>December</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can produce a collection of vocabulary graphic organizers that include antonyms and synonyms for each word.</p>
<p>I can determine the meaning of compound words.</p>	<p>Example: What does bookcase mean?</p>	<p>I know the meaning of each word in a compound word.</p>	<p>Same as above</p>	<p>January</p>	<p>I can produce an illustrated portfolio of abbreviations drawn from my experiences and independent reading.</p>
<p>I can recognize common abbreviations.</p>	<p>Examples: a) Give the abbreviations for Doctor (Dr.); January (Jan.); Mister (Mr.). b) St. is an abbreviation for what word? (Street)</p>	<p>I understand what an abbreviation is. I can use correct punctuation when abbreviating.</p>	<p>Same as above Students also read grade-level passages monthly—in this case passages that contain abbreviations. Teachers take running records and analyze error patterns.</p>	<p>March</p>	<p>I can produce a portfolio of abbreviations drawn from my experiences and independent reading.</p>

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can determine the meaning of simple prefixes and suffixes.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Examples: a) What does pre in preheat mean? (Before) b) Use and recognize the following affixes: over-, un-, -ing, -ly.</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can identify the base word and affixes in words. I know the meaning and placement of prefixes and suffixes.</p>	<p>What assessments will be used to measure student mastery?</p> <p>CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.</p>	<p>When will this standard be taught?</p> <p>April</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can produce a portfolio of affixes drawn from my experiences and independent reading.</p>
<p>I can identify simple multiple-meaning words.</p>	<p>Examples: a) Give the meanings of ring (e.g., jewelry; a clear, vibrating sound). b) My mom is wearing a shiny ring. In which sentence is ring used the same way? • The ring of the doorbell woke me up. • The girl had on a beautiful ring. • I heard ringing in my ears after the ball hit me.</p>	<p>I know some words have more than one meaning.</p>	<p>Same as above</p>	<p>June</p>	<p>I can produce a portfolio of homonyms drawn from my experiences and independent reading.</p>

WRITING: SECOND-GRADE ESSENTIAL STANDARDS

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can write a narrative story that: a) tells about several events, b) includes details that describe my actions, thoughts, and feelings, c) uses special words to signal that time is passing, and d) closes with an effective ending.</p> <p>I can use the past tense of irregular verbs.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>[See the attached anchor paper.]</p> <p>Examples: I know past tense of: a) sit (sat) b) hide (hid) c) tell (told) d) blow (blew)</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can write a narrative story that tells about two events and includes a few details.</p>	<p>What assessments will be used to measure student mastery?</p> <p>Students' stories are collaboratively assessed to ensure interrater reliability and to determine the need for minilessons using the attached analytic rubric.</p>	<p>When will this standard be taught?</p> <p>September–December</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can enhance my narrative story to include multiple characters and dialogue.</p>
<p>I can use the past tense of irregular verbs.</p>	<p>Examples: I know past tense of: a) sit (sat) b) hide (hid) c) tell (told) d) blow (blew)</p>	<p>I know the past tense of regular verbs: a) call (called) b) file (filed) c) nail (nailed)</p>	<p>Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.</p>	<p>December–March</p>	<p>I can create a portfolio of irregular past-tense verbs that are organized by similar patterns.</p>

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<p>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</p> <p>I can revise and expand my sentences, adding more details through adjectives and adverbs.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p> <p>Examples: I can write sentences such as: a) The boy watched the movie. b) The little boy watched the movie. c) The little boy intently watched the action movie.</p>	<p>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</p> <p>I can write complete sentences, with a subject and a predicate.</p>	<p>What assessments will be used to measure student mastery?</p> <p>Teachers assess students' use of past tense for irregular verbs in journal and process writing pieces. Also, CFAs designed by the second-grade team are administered within each unit.</p>	<p>When will this standard be taught?</p> <p>Monthly</p>	<p>What will we do when students have learned the essential standards?</p> <p>I can write compound and complex sentences and can vary the voice of sentences, using methods such as switching subjects and objects.</p>