

TCAP-Alt PA

Tennessee Comprehensive Assessment Program

Alternate Portfolio Assessment



Content Standards

and

Alternate Performance Indicators

Using Alternate Content Standards on TCAP-Alt PA

Teachers should use this document to complete state required evidence sheets and graphs. Content area, content standard, alternate learning expectation, and alternate performance indicator are required components of the evidence sheet and graph documentation. This document is divided into the four content areas: Reading/Language Arts, Math, Social Studies, Science. Corresponding content standards are included with the appropriate content areas. An example taken from the Content Area of Reading/Language Arts is below:

Content Standard: Reading : The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R.1.Develop oral language and listening skills

Alternate Performance Indicators (API)

Gr. K-2

1. Communicate wants and needs

When completing evidence sheet and graph, following example below:

Content Standard: Reading

Alternate Learning Expectation Code and ALE: R.1. Develop oral language and listening skills

Alternate Performance Indicator Code and API: R.1.1 Communicate wants and needs

Linking Alternate Assessment to the General Curriculum

Alternate Achievement Standards are significantly different expectations for student mastery of grade-level content; however, they are not independent of the State's academic content standards. The *Alternate Achievement Standards* are linked to the State's content standards and are accessed through a continuum of grade level clusters (K-2, 3-5, 6-8, and 9-12). Since the TCAP-Alt PA is an assessment of the student's progress in academic areas, it is critical that students participating in alternate assessment have access to the general curriculum. The content assessed in alternate assessments should be clearly related to grade-level content, though it may be restricted in scope or complexity or take the form of pre-requisite skills. The TCAP Alternate Standards Committee has reviewed the general content standards for each grade assessed. The *Alternate Performance Indicators* (API's) were developed as extensions of the general content standards for the grade level clusters in which they are indicated.

To more closely link the alternate assessment to the general education curriculum, other parameters have been defined, as well:

1. Student reports have a format similar to that of the general TCAP Assessments.
2. Three levels of student achievement have been defined: Below Proficient, Proficient and Advanced.
3. Student score results are included in the *State Report Card*.
4. The assessment covers, at a minimum, the same content standards as the grades assessed using state-mandated assessments. (Note: If the LEA administers other district-wide assessments, the alternate assessment must apply to those as well.)
5. The alternate assessment measures content included in the *State Curriculum Frameworks* through the use of *Alternate Performance Indicators*.

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Social Studies

Content Standards and Alternate Performance Indicators

*Only applicable for Grades K-8

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.1. Identify differences among people

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children 	<ol style="list-style-type: none"> 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children 	<ol style="list-style-type: none"> 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.2. Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate understanding of the reason for rules 3. Identify persons in a family and their roles 	<ol style="list-style-type: none"> 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate understanding of the reason for rules 3. Identify persons in a family and their roles 	<ol style="list-style-type: none"> 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate understanding of the reason for rules 3. Identify persons in a family and their roles

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.3. Recognize people use diverse languages to communicate with one another

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Understand individual differences in languages (e.g., beliefs and customs that may be unique to one's culture) 2. Identify diverse cultural groups within the communities of Tennessee 	<ol style="list-style-type: none"> 1. Understand individual differences in languages (e.g., beliefs and customs that may be unique to one's culture) 2. Identify diverse cultural groups within the communities of Tennessee

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.4. Recognize communities have customs and cultures that differ

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Retell stories from diversely selected folktales, myths, and legends 2. Recognize that people from diverse cultures can live together in the same neighborhood 	<ol style="list-style-type: none"> 1. Retell stories from diversely selected folktales, myths, and legends 2. Recognize that people from diverse cultures can live together in the same neighborhood

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.5. Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Recognize that most cultures preserve important personal and public items from the past 2. Identify major national holidays and their purposes 3. Recognize patterns of cultural traits such as language, religion, and family structure 	<ol style="list-style-type: none"> 1. Recognize that most cultures preserve important personal and public items from the past 2. Identify major national holidays and their purposes 3. Recognize patterns of cultural traits such as language, religion, and family structure

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.6. Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Recognize people learn customs from their culture 2. Understand Tennessee's culture has ties to other cultures in the world

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.7. Define the basic components of culture

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify personal attributes, such as physical characteristics, that are common to all people 2. Recognize how individuals learn skills and customs from their culture

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.8. Identify how communities reflect the cultural background of their inhabitants

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Understand that some differences among people are a result of their culture 2. Identify similarities and differences in food, clothes, homes, games, and families from different cultures 3. Describe customs of the local community

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 1. Identify basic human needs

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter, and transportation are met 	<ol style="list-style-type: none"> 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter, and transportation are met 	<ol style="list-style-type: none"> 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter, and transportation are met

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 2. Identify examples of goods and services in the home, school, and community

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide 	<ol style="list-style-type: none"> 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide 	<ol style="list-style-type: none"> 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 3. Explain how work provides income to purchase good and services

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Demonstrate awareness of jobs and what is required to perform them 2. Recognize that all jobs are significant and realize that some jobs are interdependent 	<ol style="list-style-type: none"> 1. Demonstrate awareness of jobs and what is required to perform them 2. Recognize that all jobs are significant and realize that some jobs are interdependent

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 4. Know the major products of Tennessee

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	1. Identify major product of the State	1. Identify major product of the State

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 5. Classify needs and wants using pictures of common items (e.g., food, cleaning products, clothes, candy, and makeup)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Distinguish between needs and wants 2. Explain why people have jobs 3. Recognize the difference between supply and demand 4. Distinguish between producer and consumer (e.g., baker bakes bread and people buy bread) 	<ol style="list-style-type: none"> 1. Distinguish between needs and wants 2. Explain why people have jobs 3. Recognize the difference between supply and demand 4. Distinguish between producer and consumer (e.g., baker bakes bread and people buy bread)

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 6. Explain and demonstrate the role of money in daily life

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Demonstrate understanding that money can buy items 2. Demonstrate understanding that some items cost more than others 3. Recognize the concept of buying on credit

Content Standard: **Economics**: Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 7. Recognize America’s natural resources (e.g., land, timber, fish, and animal, and produce)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Distinguish the difference between a natural and finished product 2. Identify the ways resources are recycled

Content Standard: **Economics**: Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 8. Interpret simple economic graphs

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify a symbol on a graph or chart which represents an idea or amount

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 1. Describe seasons

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> Describe how weather impacts daily life Describe different kinds of weather 	<ol style="list-style-type: none"> Describe how weather impacts daily life Describe different kinds of weather 	<ol style="list-style-type: none"> Describe how weather impacts daily life Describe different kinds of weather

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 2. Understand how to use maps, globes, and other geographic representations, tools and technologies

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> Understand and recognize familiar localities (school, home, etc.) Locate and name familiar places in school and in the neighborhood Describe differences in physical features of locations (e.g., farms, cities, urban, rural) Recognize that maps and globes are representations or models of specific places Use map symbols and legends to identify locations and directions Find a specific location on a school or community map Define and use directions (i.e., N,S,E,W) 	<ol style="list-style-type: none"> Understand and recognize familiar localities (school, home, etc.) Locate and name familiar places in school and in the neighborhood Describe differences in physical features of locations (e.g., farms, cities, urban, rural) Recognize that maps and globes are representations or models of specific places Use map symbols and legends to identify locations and directions Find a specific location on a school or community map Define and use directions (i.e., N,S,E,W) 	<ol style="list-style-type: none"> Understand and recognize familiar localities (school, home, etc.) Locate and name familiar places in school and in the neighborhood Describe differences in physical features of locations (e.g., farms, cities, urban, rural) Recognize that maps and globes are representations or models of specific places Use map symbols and legends to identify locations and directions Find a specific location on a school or community map Define and use directions (i.e., N,S,E,W)

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 3. Identify and use key geographical features on maps (e.g., mountains, rivers, plains, valleys, and forests)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> Locate cities, states, countries, and continents on maps and globes Locate major bodies of water on maps and globes 	<ol style="list-style-type: none"> Locate cities, states, countries, and continents on maps and globes Locate major bodies of water on maps and globes

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 4. Identify and/or locate locations on a map or globe

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify the equator, prime meridian, north/south poles on a map or globe 2. Identify the United States on a map 3. Identify Tennessee on a map 4. Identify the Tennessee River on a map

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 5. Identify the basic components of a world map

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify the basic components of a world map (e.g., equator, prime meridian, map key, compass rose, continents, oceans)

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 6. Compare information using simple bar graphs

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify an amount as more or less on a chart or graph

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 1. Exhibit cooperation

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts) 	<ol style="list-style-type: none"> 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts) 	<ol style="list-style-type: none"> 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts)

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 2. Identify purposes for having rules

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 3. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Demonstrate understanding of being a good citizen 2. Demonstrate understanding of individual and group responsibility 3. Categorize responsibilities of citizens to their community, state, and country 4. Identify examples of rights and responsibilities of citizens 	<ol style="list-style-type: none"> 1. Demonstrate understanding of being a good citizen 2. Demonstrate understanding of individual and group responsibility 3. Categorize responsibilities of citizens to their community, state, and country 4. Identify examples of rights and responsibilities of citizens

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 4. Be aware that every community has some form of governance

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Know rules of safety including signs and signals 2. Identify leaders in local, state, and national governments (e.g., mayor, governor, and United States President) 3. Describe important individual rights including freedom of religion, speech, and press 	<ol style="list-style-type: none"> 1. Know rules of safety including signs and signals 2. Identify leaders in local, state, and national governments (e.g., mayor, governor, and United States President) 3. Describe important individual rights including freedom of religion, speech, and press

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 5. Identify characteristics of good citizenship such as establishing beliefs in justices, truth, equality, and responsibility for the common good

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Understand the meaning of the Pledge of Allegiance 2. Understand that voting is a way of making choices and decisions 3. Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant 4. Recognize personal, religious, and national celebrations of various American cultures (Independence Day, Columbus Day, Martin Luther King , Jr. Day, Memorial Day, and Thanksgiving) 	<ol style="list-style-type: none"> 1. Understand the meaning of the Pledge of Allegiance 2. Understand that voting is a way of making choices and decisions 3. Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant 4. Recognize personal, religious, and national celebrations of various American cultures (Independence Day, Columbus Day, Martin Luther King , Jr. Day, Memorial Day, and Thanksgiving)

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 6. Recognize how groups work cooperatively to accomplish goals and encourage change (e.g., American Revolution and founding of Tennessee)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Demonstrate ability to work cooperatively with another student or group of students 2. Explain selected national and state patriotic symbols such as the United States and Tennessee flag

Content Standard: **History**: History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Alternate Learning Expectation (ALE): H. 1. Recognize that change occurs over time

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett) 	<ol style="list-style-type: none"> 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett) 	<ol style="list-style-type: none"> 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett)

Content Standard: **History**: History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Alternate Learning Expectation (ALE): H. 2. Describe and measure calendar time by days, weeks, months, and years

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines

Content Standard: **History**: History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Alternate Learning Expectation (ALE): H. 3. Recognize that people and events influence history

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Examine elements of Native American culture (e.g., shelter, food, dress) 2. Identify interactions between Native Americans and settlers 3. Recognize how the United States grew 4. Recognize that there are civil rights that are afforded to all 	<ol style="list-style-type: none"> 1. Examine elements of Native American culture (e.g., shelter, food, dress) 2. Identify interactions between Native Americans and settlers 3. Recognize how the United States grew 4. Recognize that there are civil rights that are afforded to all 5. Recognize Abraham Lincoln as the President during the Civil War 6. Recognize Martin Luther King Jr. as someone who contributed to reform in TN and the US 7. Recognize that there are various religions around the world 8. Demonstrate an understanding that early writing was in the form of pictures (hieroglyphics) 9. Match artifacts to the cultural groups with which they are associated 10. Recognize the historical impacts of the settlers/explorers in North America 11. Recognize that different cultures contributed to the development of the US

Content Standard: **Individuals, Groups, and Interactions:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Alternate Learning Expectation (ALE): IGI. 1. Explain the consequences of an individual’s decisions and actions

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 	<ol style="list-style-type: none"> 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 8. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups 	<ol style="list-style-type: none"> 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 8. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups 9. Analyze a particular event to identify reasons an individual might respond to it in different ways 10. Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics

Content Standard: **Individuals, Groups, and Interactions:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Alternate Learning Expectation (ALE): IGI. 2. Identify purposes for having rules

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law and individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law and individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 6. Demonstrate ability to share and give opinions in a group 7. Recognize individuals have a role in each group in which they participate 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law and individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 6. Demonstrate ability to share and give opinions in a group 7. Recognize individuals have a role in each group in which they participate 8. Recognize that individuals can belong to groups but still have their own identity 9. Demonstrate understanding of consequences when rules are not followed

Science

Content Standards

and

Alternate Performance Indicators

Content Standard: **Life Science:** The student will investigate the structure and function of plant and animal cells.

Cell Structure and Function

Alternate Learning Expectation (ALE): LS. 1A. Recognize that living things are made up of smaller parts that contribute to the operation and well being of entire organisms

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 	<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts, such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single/celled organism and an organism with 2 or more cells 	<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts, such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single/celled organism and an organism with 2 or more cells 8. Identify organs and their function 9. Recognize that living organisms are made up of water 	<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts, such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single/celled organism and an organism with 2 or more cells 8. Identify organs and their function 9. Recognize that living organisms are made up of water 10. Identify a frog and a butterfly's life cycles 11. Recognize that there are different biomolecules in food (e.g., French fries—fat, candy—sugar)

Content Standard: **Life Science:** The student will investigate how living things interact with one another and with non-living elements of their environment.

Interactions between living things and their environment

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>	<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>	<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>	<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>
<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment

	<p>12. Identify ways that human actions or natural disasters affect the environment</p> <p>13. Identify what (e.g., animal, plant, or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical)</p>	<p>12. Identify ways that human actions or natural disasters affect the environment</p> <p>13. Identify what (e.g., animal, plant, or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical)</p> <p>14. Identify a relationship where one organism is hurt and the other benefits</p> <p>*****</p> <p>"</p>	<p>12. Identify ways that human actions or natural disasters affect the environment</p> <p>13. Identify what (e.g., animal, plant, or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical)</p> <p>14. Identify a relationship where one organism is hurt and the other benefits</p> <p>15. Determine the effects of human activities on ecosystems (e.g., littering)</p>
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Content Standard: **Life Science:** The student will understand that living things have characteristics that enable them to survive their environment.

Diversity and Adaptation Among Living Things (Biodiversity)

Alternate Learning Expectation (ALE): LS. 3A. Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animals 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 	<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animals 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in the environment (e.g., coat in winter) 7. Recognize the environment in which an organism is typically found 	<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animals 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in the environment (e.g., animal camouflage) 7. Recognize the environment in which an organism is typically found 	<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animal 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in the environment (e.g., animals shedding/fur thickening) 7. Recognize the environment in which an organism is typically found 8. Classify plants and animals according to their features

Content Standard: **Life Science:** The student will study the basic parts of plants, investigate how plants produce food, and discover that plants and animals use food to sustain life.

Food Production and Energy for Life

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 	<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals 	<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p>ALE LS 4B. Recognize the basic parts of plants</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals 5. Identify the functions of the basic parts of plants 6. Identify how various animals obtain and use food for energy 	<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p>ALE LS 4B. Recognize the basic parts of plants</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals 5. Identify the functions of the basic parts of plants 6. Identify how various animals obtain and use food for energy 7. Recognize the plants make their own food (i.e., photosynthesis) 8. Recognize that plants give us oxygen 9. Recognize that plants clean the air (i.e., take in carbon dioxide and return oxygen to the air)

Content Standard: **Life Science:** The student will understand the basic principles of inheritance.

Heredity and Reproduction

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 	<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) 	<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) 	<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) 7. Recognize a method of pollination (e.g., bee, wind) 8. Identify the seeds of a plant within the ovary or in a piece of fruit

Content Standard: **Life Science:** The student will understand the basic principles of inheritance.

Heredity and Reproduction

Alternate Learning Expectation (ALE): LS. 5C. Recognize that the appearance of plants and animals changes as they mature

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
	<ol style="list-style-type: none"> 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development) 	<ol style="list-style-type: none"> 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development) 	<ol style="list-style-type: none"> 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development)

Content Standard: **Life Science:** The student will understand that living things have changed over time.

Biological Change

Alternate Learning Expectation (ALE): LS. 6A. Recognize that some plants and animals that once lived are no longer found on earth

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 	<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 2. Identify plants and animals that are endangered 	<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 2. Identify plants and animals that are endangered 	<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 2. Identify plants and animals that are endangered 3. Understand how environmental change will affect living organisms

Content Standard: **Earth Science:** The student will investigate the structure of the universe.

Earth and Its Place in the Universe

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8
<p>ALE ES. 1A. Recognize that different objects appear in the day and nighttime sky ALE ES. 1B. Recognize that there are predictable patterns which occur in the universe</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 	<p>ALE ES. 1A. Recognize that different objects appear in the day and nighttime sky ALE ES. 1B. Recognize that there are predictable patterns which occur in the universe</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 4. Identify sun, moon, stars, and planets 5. Identify tools for observing objects in the day and night time sky 6. Understand that planets revolve around the sun 	<p>ALE ES. 1A. Recognize that different objects appear in the day and nighttime sky ALE ES. 1B. Recognize that there are predictable patterns which occur in the universe</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 4. Identify sun, moon, stars, and planets 5. Identify approximate time of day from the sun's position in the sky 6. Identify tools for observing objects in the day and night time sky 7. Understand that planets revolve around the sun 8. Identify some of the planets (e.g., Earth, Mars, Saturn, Venus)

Content Standard: **Earth Science:** The student will investigate the relationship among atmospheric conditions, weather, and climate.

Atmospheric Cycles

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8
<p>ALE ES. 2A. Recognize daily and seasonal weather changes ALE ES. 2B. Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) 2. Associate clothing and activity choices with various types of weather 3. Identify the appropriate tool for measuring temperature 4. Identify seasons 	<p>ALE ES. 2A. Recognize daily and seasonal weather changes ALE ES. 2B. Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) 2. Associate clothing and activity choices with various types of weather 3. Identify the appropriate tool for measuring temperature 4. Identify seasons 5. Identify a season based on the weather conditions 6. Identify evaporation, precipitation, and runoff as parts of a water cycle in a diagram 7. Recognize that temperature affects evaporation 	<p>ALE ES. 2A. Recognize daily and seasonal weather changes ALE ES. 2B. Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) 2. Associate clothing and activity choices with various types of weather 3. Identify the appropriate tool for measuring temperature 4. Identify seasons 5. Identify a season based on the weather conditions 6. Identify evaporation, precipitation, and runoff as parts of a water cycle in a diagram 7. Recognize that temperature affects evaporation

Content Standard: **Earth Science:** The student will understand that the earth has many geological features that are constantly changing.

Earth Features

Alternate Learning Expectation (ALE): ES. 3A. Identify the earth's major geological features

<p>Alternate Performance Indicators (API) Gr. K-2</p>	<p>Alternate Performance Indicators (API) Gr. 3-5</p>	<p>Alternate Performance Indicators (API) Gr. 6-8</p>
<ol style="list-style-type: none"> 1. Distinguish between land and water 2. Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) 	<ol style="list-style-type: none"> 1. Distinguish between land and water 2. Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) 3. Identify certain forces that cause changes in the environment (e.g., wind, water) 	<ol style="list-style-type: none"> 1. Distinguish between land and water 2. Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) 3. Identify certain forces that cause changes in the environment (e.g., wind, water) 4. Identify the crust and mantle of the earth

Content Standard: **Earth Science**: The student will investigate the properties, uses, and conservation of earth's resources.

Earth Resources

Alternate Learning Expectation (ALE): ES. 4A. Recognize that there are a variety of earth materials which have basic observable and measurable properties

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made 	<ol style="list-style-type: none"> 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made 	<ol style="list-style-type: none"> 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made

Content Standard: **Earth Science**: The student will investigate the properties, uses, and conservation of earth's resources.

Earth Resources

Alternate Learning Expectation (ALE): ES. 4B. Demonstrate understanding that earth materials can be recycled or conserved

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Identify ways that earth's resources benefit man 	<ol style="list-style-type: none"> 1. Identify ways that earth's resources benefit man 2. Identify materials that can be recycled or reused (e.g., water bottles, cans, paper) 3. Identify methods for conserving resources (e.g., replanting trees, conserving water or electricity) 	<ol style="list-style-type: none"> 1. Identify ways that earth's resources benefit man 2. Identify materials that can be recycled or reused (e.g., water bottles, cans, paper) 3. Identify methods for conserving resources (e.g., replanting trees, conserving water or electricity) 4. Distinguish between different kinds of rocks (e.g., weight, texture, and color)

Content Standard: **Physical Science:** The student will investigate the effects of force on the movement of objects.

Forces and Motion

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8
<p>ALE PS. 1A. Understand the basic concept that forces can move objects (push/pull) ALE PS. 1B. Observe and predict how the weight of an object and its position affect balance</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 	<p>ALE PS. 1A. Understand the basic concept that forces can move objects (push/pull) ALE PS. 1B. Observe and predict how the weight of an object and its position affect balance</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 3. Recognize objects that are balanced or unbalanced 4. Recognize that objects fall unless supported (e.g., gravity) 5. Identify materials that are attracted to magnets 6. Identify a simple machine (e.g., ramp, screwdriver, broom) 7. Identify a simple machine as an appropriate mechanism to move a heavy object 8. Solve a simple problem involving distance (e.g., longest or shortest), time (e.g., longest or shortest), and speed (e.g., fast or slow) 	<p>ALE PS. 1A. Understand the basic concept that forces can move objects (push/pull) ALE PS. 1B. Observe and predict how the weight of an object and its position affect balance</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 3. Recognize objects that are balanced or unbalanced 4. Recognize that objects fall unless supported (e.g., gravity) 5. Identify materials that are attracted to magnets 6. Identify a simple machine (e.g., ramp, screwdriver, broom) 7. Identify a simple machine as an appropriate mechanism to move a heavy object 8. Solve a simple problem involving distance (e.g., longest or shortest), time (e.g., longest or shortest), and speed (e.g., fast or slow) 9. Recognize that magnets can be used to move objects

Content Standard: **Physical Science**: The student will investigate the characteristic properties of matter.

Structure and Properties of Matter

Alternate Learning Expectation (ALE): PS. 2A. Recognize that objects have observable properties that can change over time and under different conditions

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids and liquids 	<ol style="list-style-type: none"> 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids and liquids 4. Distinguish between solids, liquids, and gas 5. Demonstrate that properties can change by mixing, cooling, or heating 6. Recognize that adding heat is associated with melting, and subtracting heat or a drop in temperature is associated with freezing or formation of a solid 7. Select the appropriate instrument to measure weight, mass, length, width, height, or temperature 	<ol style="list-style-type: none"> 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids and liquids 4. Distinguish between solids, liquids, and gas 5. Demonstrate that properties can change by mixing, cooling, or heating 6. Recognize that adding heat is associated with melting, and subtracting heat or a drop in temperature is associated with freezing or formation of a solid 7. Select the appropriate instrument to measure weight, mass, length, width, height, or temperature

Content Standard: **Physical Science**: The student will investigate energy and its uses.

Energy

Alternate Learning Expectation (ALE): PS. 3A. Identify the sun as the main source of earth's heat and light energy

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 	<ol style="list-style-type: none"> 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 4. Identify the effects of the sun on various materials 5. Recognize that a lens changes light rays (e.g., glasses, magnifiers, camera) 	<ol style="list-style-type: none"> 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 4. Identify the effects of the sun on various materials 5. Recognize that a lens changes light rays (e.g., glasses, magnifiers, camera) 6. Recognize that energy causes changes

Content Standard: **Physical Science**: The student will investigate energy and its uses.

Energy

Alternate Learning Expectation (ALE): PS. 3B. Recognize that sound is produced when objects vibrate

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Identify sounds 2. Distinguish between different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man-made) 	<ol style="list-style-type: none"> 1. Identify sounds 2. Distinguish between different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man-made) 	<ol style="list-style-type: none"> 1. Identify sounds 2. Distinguish between different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man-made)

Content Standard: **Physical Science**: The student will investigate the interactions of matter.

Interactions of Matter

Alternate Learning Expectation (ALE): PS. 4A. Investigate the kinds of changes that occur when different types of matter interact

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none">1. Indicate the changes that occur when two materials interact (e.g., sugar/milk, salt/pepper)2. Describe a physical change, given an example3. Describe a chemical change, given an example	<ol style="list-style-type: none">1. Indicate the changes that occur when two materials interact (e.g., sugar/milk, salt/pepper)2. Describe a physical change, given an example3. Describe a chemical change, given an example4. Understand the basic characteristics of an acid or a base (e.g., battery, cleaning solutions, food production)