



Board - Approved Written Curriculum

Mission

The Bruneau - Grand View School District provides a high quality education, preparing students for futures that enable them to be positive contributors to society.

Vision

Our learners are capable, confident, and embrace learning.

Core Values

We expect to be:

ETHICAL in our conduct – *We do what is right.*

RELIABLE in our actions – *We do what we say.*

RESPONSIBLE – *We are disciplined, dependable, conscientious, committed.*

INSPIRATIONAL - *We motivate positive actions in children and adults.*

39678 State Highway 78 • Bruneau, Idaho 83604
Phone: 208-834-2260 • Fax: 208-834-2516

JOINT SCHOOL DISTRICT No. 365

BRUNEAU – GRAND VIEW

Rimrock Jr. Sr. High



April 2018

Our **written curriculum** is our board-approved standards which students are expected to earn in each grade/subject. This document includes our written curriculum - the [Idaho Core Standards and Idaho Content Standards](#) - with essential standards identified in each content area.

BGV's **supported curriculum** (not included here) are the tools we use to teach our written curriculum. These may include:

- Books
- Textbooks
- Teacher manuals
- Online software
- Manipulatives
- etc.

Bruneau - Grand View's certified, paraprofessional and administrative staff worked collaboratively to identify essential standards, within the Idaho Core & Content Standards, identified as necessary for student achievement at BGV. This process relied heavily on the professional knowledge of our educators, serving as professionals in their area of expertise.

Essential standards are the carefully selected subset of the Core/Content Standards, within each content area, which students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course (Ainsworth, Rigorous Curriculum Design, 2010). Essential standards are those which we are proclaiming ALL students must know and be able to do by the end of the year. These are the standards we write our formative & summative assessments around and provide "time and support" for each students to master. *Essential standards do not represent all that is taught during the school year* - rather they represent the minimum of what a student must learn and be able to do.

The Bruneau - Grand View School District recognizes the [Idaho Core Standards and Idaho Content Standards](#), as our adopted written curriculum, with the following essential standards identified as areas of focus in BGV's teaching and learning.

Ryan Cantrell
Superintendent



Kindergarten

Written Curriculum

ELA

Bruneau Grand View formally adopts the Idaho Kindergarten Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

R.F.K.1 I can identify all upper and lower case letters and sounds

R.F.K.2 I can read cvc words

R.F.K.3 I can recognize sight words

SL.K.6 I can speak and express my thoughts, feelings and ideas clearly.

SL.K.1 I can participate in group conversations by asking and answering questions

RI.K.1 I can ask and answer questions about text

W.K.1 I can draw, dictate and write to share my opinion

L.K.2 I can retell familiar stories

RL.K.9 I can compare and contrast characters in familiar stories

W.K.3 I can draw, dictate and write to tell about events in order

W.K.7 I can participate in shared research and writing projects

BGV recognizes that essential standards are not all that is taught in the course of the school year. Rather, essential standards are the basic floor of understanding that must be mastered by each student in order for them to be prepared for the following year/ class. Essential standards represent where the emphasis is placed in teaching the content standards, and teachers spend the bulk of their teaching opportunities ensuring these essential standards are mastered by all students.



Kindergarten

Written Curriculum

Math

Bruneau Grand View formally adopts the Idaho Kindergarten Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

K.CC.A.1.1 I can count to 100 by ones and tens.

K.MD.B.3. I can classify objects into categories.

K.CC.A.3. I can write and identify the number of objects to 20.

K.OA.A.5. I can fluently add and subtract to 5.

K.CC.C.6. I can identify greater than, less than, or equal to.

K.OA.A.1.1 I can add and subtract to 10.

K.MD.A.1. I can describe and compare length and weight of objects.

K.CC.A.3. I can write and identify the number of objects to 20.

K.NBT.A.1. I can add and subtract numbers from 11 to 19.

K.G.A.1. I can describe, identify, compare and create two and three dimensional shapes.

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Kindergarten Written Curriculum Science

Bruneau Grand View formally adopts the Idaho Kindergarten Content Standards for Science, with the following content standards identified as essential standards for this grade level.

K. ESS2.1 I can use and share observations.

ESS1-K-1 I can use and share observations of local weather conditions to describe patterns over time which include the four seasons.

ESS-2-K-1 I can use a model to represent the relationship between the needs of different plants and animals and the places they live.

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Kindergarten

Written Curriculum

Social Studies

Bruneau Grand View formally adopts the Idaho Kindergarten Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

K.SS.3.1.1 I can observe that all people have needs and wants.

K.SS.4.1.1 I can name some rules and the reasons for them.

K.SS.2.1.4 I can recognize a map of the United States of America and know it is the country in which we live.

K.SS.3.1.3 I can describe some jobs that people do to earn money/rewards.

K.SS.4.2.2 I can recite the Pledge of Allegiance.

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1st Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 1st Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

RL.1.2 I can retell stories using key details.

RL.1.9 I can compare and contrast characters in stories.

RI. 1.4 I can ask and answer questions to find the meaning of words in the text.

RF 1.3 I can apply phonics and word analysis skills.

RF. 1.4 I can read with accuracy and fluency.

SL.1.1 I can participate in collaborative conversations.

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1st Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 1st Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- 1.NBT.A.1 I can count, read, and write numbers to 120
- 1.OA.A.1 I can fluently add and subtract to 10
- 1.OA.C.6 I can add and subtract to 20
- 1.NBT.B.2 I can identify, subtract, and add tens and ones
- 1.G.A.1 I can describe, compare, and create two and three dimensional shapes
- 1.G.A.3 I can divide a whole into halves and fourths
- 1.MD.B.3 I can tell and write time
- 1.MD.A.2 I can order and compare length of objects
- 1.MD.C.4 I can organize and read data
- 1.OA.A.2 I can solve word problems

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1st Grade Written Curriculum Science

Bruneau Grand View formally adopts the Idaho 1st Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

1.S. 1.2 - I can make observations and collect data PS4.A: I can demonstrate that sound can make matter vibrate and vibrating matter can make sound.

LS1.A: I can demonstrate that different animals use their external body parts in different ways to see, hear, grasp objects, protect themselves, move from place, and seek find and take in food, water, and air. I can demonstrate that plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

LS2.1.1 I can make observations to show that young plants and animals are alike, but not exactly alike, their parents.

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1st Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 1st Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

1.S.S.2.1.2 - I can use directions on a map. East, West, south, and north

1.S.S.2.2.2 - I can identify the ways people modify their environment

1.SS.1.2 - I can share stories about my family

1.SS.1.1.2 I can compare differences in the ways American families live today to how they lived in the past.

1.SS.3.1.2 . I can identify ways people meet their needs by sharing, trading, and using money to buy goods and services.

1.SS4.1.1 . I can explain why rules are necessary at home and at school.

1.SS.4.1.2 I can create and explain why rules must be applied fairly.

1.SS.4.1.3 I can discuss how individuals and groups make decisions and solve problems such as voting and consensus.

1.SS.5.1.1 I can compare family life in other parts of the world.

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2nd Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 2nd Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

RF.4-I can read grade-level texts with understanding.

RF.1- I can ask and answer questions about important details in a text.

RF.2- I can identify key ideas and details.

RI.6- I can identify the authors purpose.

L.1- I can apply grade-level grammar and usage.

L.4- I can determine the meaning of unknown and multiple meanings words or phrases.

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2nd Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 2nd Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

OA.B.2 - I can fluently add and subtract to 20

NBT.A.1 - I can explain the value of each digit in a 3-digit number

NBT.B.7 - I can choose a strategy to add and subtract within 1,000

OA.A.1 - I can add and subtract to solve word problems

MD.C.8 - I can solve word problems involving money and use \$ and "cent" sign.

MD.A.1 - I can select a tool and measure an object's length

MD.C.7 - I can tell and write time to the nearest 5 minutes

GA.1 - I can identify and draw shapes based off their attributes

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2nd Grade Written Curriculum Science

Bruneau Grand View formally adopts the Idaho 2nd Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

LS2.2.1: I can make observations of plants and animals to compare the diversity of life in different habitats.

2.S.1.2.1: I can make observations, record, and interpret data.

PS1.2.1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

LS1.2.1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.

ESS1-2-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

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2nd Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 2nd Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

2.SS.2.2.2: I can describe how humans depend on the environment to meet their basic needs.

2.SS.2.1.2: I can use cardinal directions and a compass.

2.SS.1.1.1 Discuss different groups that a person belongs to, such as family and neighborhood, and how those roles and/or groups have changed or stayed the same.

2.SS.4.1.1: Explain why rules are necessary at home, school, and in the neighborhood.

2.SS.3.1.1: Identify wants and needs of families.

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3rd Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 3rd Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- 3.RL.1 I can ask and answer questions to demonstrate understanding of a text.
- 3.RI.1 I can ask and answer questions to demonstrate understanding of an informational text.
- 3.RL.2 I can recount stories and determine the central message and key details.
- 3.RI.2 I can tell the main idea and supporting details of an informational text.
- 3.RF.4 I can read to support comprehension.
- 3.L.1 I can apply grade-level grammar and usage.
- 3.W.1 I can write an opinion piece.
- 3.W.2 I can write an informational piece.
- 3.W.3 I can write a narrative piece.
- 3.W.5 I can plan, revise, and edit my writing.

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3rd Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 3rd Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

OA.A.3 I can represent and solve problems involving multiplication and division

OA.C.7 I can multiply and divide within 100

MD.C.6 I can understand area and relate it to multiplication and addition

GA.2 I can partition a rectangle into equal sized columns and rows

NF.A.3 I can understand fractions as numbers

MD.A.1 I can solve problems involving measurement, time, liquid volumes, and object mass

NBT.A.2 I can use place value understanding to add within 1,000

OA.D.8 I can solve problems involving the four operations

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3rd Grade Written Curriculum Science

Bruneau Grand View formally adopts the Idaho 3rd Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

LS2.3.1: Provide evidence that plants and animals inherit their traits and that variations exist.

ESS2.3.1: Design a solution that reduces the impact of a weather related hazard.

ESS1.3.1: Represent data to describe typical weather conditions expected during a particular season.

PS1.3.1 & PS1.3.2: I can plan and conduct an investigation of an object's motion to provide evidence that a pattern can be used to predict future motion.

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3rd Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 3rd Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 3.SS.2.1.1: Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.
- 3.SS.2.1.2: Find the US, Washington DC, Idaho, the state capital Boise, and your own community on a map.
- 3.SS.2.1.3: Locate on a map waterways, landforms, cities, states and national boundaries using standard map symbols.
- 3.SS.2.1.4: Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.
- 3.SS.2.1.5: Use a number/letter grid to find specific locations on a map.
- 3.SS.3.4.1: Describe the purposes and benefits of savings.

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4th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 4th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

RL./RI.4.1 I can use details and examples from a text to explain and draw inferences.

RL./RI.4.2 I can find main ideas with supporting details; I can summarize text.

RL.4.3. I can describe in depth a character, setting, or event using specific details.

RL/RI..4.4 I can determine the meaning of words and phrases in a text.

RI.4.5 I can describe the overall structure in a text.

W.4.1 I can write opinion pieces supporting a point of view.

W.4.2 I can write informative/explanatory text to examine a topic.

W.4.3 I can write a real or imagined narrative with descriptive details.

W.4.5 I can strengthen my writing by planning, revising, and editing.

SL.4.4 I can report on a topic, tell a story, or recount an experience.

L.4.1 I can apply grade-level spelling, grammar, and usage.

L.4.2 I can apply grade-level punctuation and capitalization.

L.4.5 I can recognize and explain figurative language.

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4th Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 4th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- 4.OA.A.3 I can use the four operations to solve word problems.
- 4.NBT.A.2 I can read, write, and compare multi-digit numbers.
- 4.NBT.B.4 I can add and subtract multi-digit numbers.
- 4.NBT.B.5 I can multiply large numbers using various strategies.
- 4.NBT.B.6 I can divide large numbers using various strategies.
- NF.A.1-2 I can form equivalent fractions; compare and order fractions.
- 4.NF.B.3-4 I can add, subtract, & multiply fractions.
- 4.NF.C.6-7 I can show the relationship between fractions and decimals.
- 4.MD.A.1 I can convert units of measurement.
- 4.MD.B.4 I can represent and interpret data.
- 4.G.A.1-2 I can draw and identify lines and angles; classify shapes.

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4th Grade Written Curriculum Science

Bruneau Grand View formally adopts the Idaho 4th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

- PS1-4-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- PS1-4-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- PS1-4-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- PS1-4-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- PS2-4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength.
- PS2-4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- PS2-4-3 Generate and compare multiple solutions that use patterns to transfer information.
- LS1-4-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- LS1-4-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

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- LS2-4-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- ESS1-4-1 Identify evidence from patterns in rock formations and fossils in rock layers to show changes in a landscape over time.
- ESS2-4-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- ESS3-4-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

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4th Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 4th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 4.SS. 2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and Prime Meridian in relation to Idaho.
- 4.SS.2.3.3 Identify the geographic features of Idaho and explain their impact on settlement.
- 4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes in Idaho.
- 4.SS.1.3.2 Discuss how Idaho's tribes interacted with and impacted existing and newly arriving people.
- 4.SS.1.3.4 Compare and contrast past and current American Indian life in Idaho.
- 4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho.
- 4.SS.3.1.2 Explain the concepts of supply and demand and scarcity.
- 4.SS.5.1.3 Identify Idaho's role in the global economy.
- 4.SS.4.2.1 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.
- 4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each.

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5th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 5th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

RF 5.4 I can read grade level texts with accuracy, fluency and comprehension.

RF 5.4 I can demonstrate positive habits of independent, sustained, silent reading.

RI 5.1 I can quote text, drawing inferences and support.

RI 5.2 I can find main ideas, support with details, and summarize text.

RL/RI 5.4 I can determine the meaning of words and phrases within a text.

W 5.5 I can strengthen my writing by conducting research, planning, editing, and revising.

W 5.1. I can write opinion pieces supporting a point of view.

W 5.3 I can write a real or imagined narrative with descriptive details.

W 5.2 I can write an informative/explanatory piece to examine a topic.

RL 5.7/ SL5.5. I can interpret multimedia and include multimedia to report on a topic.

L 5.2/5.3 I can demonstrate use of the conventions when communicating.

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5th Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 5th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- 5.MD.C.3-5 I can understand volume, relating multiplication/division
- 5.NBT.A.2 I can understand the place value system
- 5.NBT.B.5/B.7 I can model and perform operations with multi-digit numbers and decimals explaining my reasoning
- 5.NF.B.3/B.7 I can apply multiplication/division strategies with fractions
- 5.NF.A.1 I can use equivalent fractions as a strategy to add & subtract
- 5.GA.2 I can graph points on a coordinate plane solving real world and mathematical problems
- 5.OA.1 I can use grouping symbols to evaluate expressions
- 5.OA.2 I can write simple expressions that record calculations with numbers, and employ estimation strategies
- 5.OA.B.3 I can analyze numerical patterns and relationships
- 5.MD.A.1 I can convert like measurement units within a given system

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5th Grade Written Curriculum Science

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5.S.1.1.1/1.3.1 I can understand systems, order, and organization and can analyze changes that occur in those systems.

5.S.1.2.1-3 I can understand concepts and processes of scientific inquiry.

5.S.1.8.1 I can read and follow technical instructions.

5.S.3.3.1 I can compare/contrast the structural differences between plant/animal cells.

5.S.5.1.1 I can understand common environmental quality issues.

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5th Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 5th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 5.SS.1.1.1 I can understand the cultural and social development of the United States.
- 5.SS.2.1.1. I can develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
- 5.SS.4.1 I can identify the foundational principles of the American political system
- 5.SS.5.1 I can build an understanding of multiple perspectives and global interdependence.

BGV recognizes that essential standards are not all that is taught in the course of the school year. Rather, essential standards are the basic floor of understanding that must be mastered by each student in order for them to be prepared for the following year / class. Essential standards represent where the emphasis is placed in teaching the content standards, and teachers spend the bulk of their teaching opportunities ensuring these essential standards are mastered by all students.



6th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 6th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.6.3 Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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content standards, and teachers spend the bulk of their teaching opportunities ensuring these essential standards are mastered by all students.



6th Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 6th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- 6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.
- 6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.
- 6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.
- 6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number.
- 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px + q$ for cases in which p , q , and x are all nonnegative rational numbers.
- 6.NS.7 Understand ordering and absolute value of rational numbers.
- 6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.
- 6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equations to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.
- 6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

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- 6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
- 6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

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6th Grade Written Curriculum Science

Bruneau Grand View formally adopts the Idaho 6th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

ps1-ms-1 Develop models to describe that atomic composition of simple molecules and extended structures

ps1-ms-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of pure substance when thermal energy is added or removed.

ps1-ms-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

ps2-ms-2 Plan and investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object

ps3-ms-5 Construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy in is transferred to or from the object.

ps4-ms-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

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6th Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 6th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

6-9. GEH.2.1.1 &

6-9. GWH. 2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each

6-9. GEH.2.1.3 &

6-9. GWH. 2.1.3 Use mental maps to answer geographic questions

6-9. GEH.2.1.4 &

6-9. GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

6-9. GEH. 2.3.1 &

6-9 GWH 2.3.1 Identify the names and locations of countries and major cities in the Eastern & Western Hemisphere.

6-9. GEH.2.3.2 &

6-9. GWH .2.3.3 Identify patterns of population distribution and growth in the Eastern hemisphere, and explain changes in these patterns, which have occurred over time.

6-9. GWH.2.3.2 Describe major physical characteristics of regions in the Western & Eastern Hemisphere.

6-9.WHC.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models

6-9.WHC.2.3.1 Identify main reasons for major migrations of people

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- 6-9.WHC.2.3.2 Explain how climate affects human migration and settlement.
- 6-9.WHC.2.3.3 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
- 6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.
- 6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups
- 6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social and political problems

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7th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 7th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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7th Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 7th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- 7.NS.2 Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.
- 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
- 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expression with rational coefficients.
- 7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
- 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.
- 7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- 7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
- 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.

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7.RP.2 Recognize and represent proportional relationships between quantities.

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7th Grade Written Curriculum Science

Bruneau Grand View formally adopts the Idaho 7th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

- MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells
- LS2-ms-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.
- LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

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7th Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 7th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 6-9. GEH.1.8.1 &
- 6-9. GWH.1.8. Describe Major aspects of the civilization of the Eastern Hemisphere prior to European contact.

- 6-9. GEH.1.8.2 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and confucianism

- 6-9. GEH.2.5.3 Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere.

- 6-9. GWH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers

- 6-9. WHC.1.6.1 Describe types of evidence used by anthropologist, archaeologists, and other scholars to reconstruct early human and cultural development.

- 6-9 WHC.1.6.3 Analyze the characteristics of early civilizations.

- 6-9 WHC.1.7.1 Explain how man adapted the environment for civilization to develop.

- 6-9. WHC.1.9..2 Explain how religion shaped the development of civilizations.

- 6-9. WHC.1.9.3 Discuss how religion influenced social behavior and created social order.

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8th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 8th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W 8.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L 8.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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8th Grade Written Curriculum Math

Bruneau Grand View formally adopts the Idaho 8th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- 8.EE.7 Solve linear equations in one variable.
- 8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The set of ordered pairs consisting of an input and the corresponding output
- 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- 8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear equations.
- 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
- 8.EE.8 Analyze and solve pairs of simultaneous linear equations.
- 8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
- 8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.

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- 8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths of right triangles in real-world and mathematical problems in two and three dimensions.
- 8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- 8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two dimensional figures using coordinates.
- 8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.

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8th Grade Written Curriculum Science

Bruneau Grand View formally adopts the Idaho 8th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

Ess1-ms-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history

Ess2-ms-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Ess2-ms-4 Develop a model to describe the cycling of water through Earth's system driven by energy from the sun and the force of gravity.

Ess2-ms-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Ess3-ms-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

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8th Grade Written Curriculum Social Studies

Bruneau Grand View formally adopts the Idaho 8th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Middle Age, Early-Modern, and Modern societies and civilizations.
- 6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in civilizations over time.
- 6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.
- 6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic changes.
- 6-9.WHC.1.9.1 Explain the relationship between religion and the peoples of the natural world.
- 6-9.WHC.1.9.2 Explain how religion shaped the development of civilizations.
- 6-9.WHC. 1.9.3 Discuss how religion influenced social behavior and created social order.
- 6-9.WHC. 1.9.4 Describe why different religious beliefs were sources of conflict.
- 6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.
- 6-9.WHC.2.5.3 Explain how the resources of an area can be the source of conflict between competing groups.

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6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.

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9th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 9th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.9.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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- RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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10th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 10th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

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narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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11th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 11th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance

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(including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- RL.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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- W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- L.11.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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12th Grade Written Curriculum ELA

Bruneau Grand View formally adopts the Idaho 12th Grade Common Core Standards for ELA, with the following content standards identified as essential standards for this grade level.

- RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI. 12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- RI. 12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
- RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
- RL. 12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.12.6 Analyze a case in which grasping points of view requires distinguishing what is directly stated in a text from what is really meant.

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- RL. 12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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- L.12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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High School Math Written Curriculum Algebra 1

Bruneau Grand View formally adopts the Idaho 9th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

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

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

A-SSE.1 Interpret expressions that represent a quantity in terms of its context. (linear, exponential, and quadratic only)

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

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the

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function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

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

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

N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

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High School Math Written Curriculum Algebra 2

Bruneau Grand View formally adopts the Idaho 10th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs.
- F-BF.4 Find inverse functions.
- A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
- A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (quadratic and exponential only)
- A-REI.4 Solve quadratic equations in one variable.
- A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
- F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

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N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

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High School Math Written Curriculum Geometry

Bruneau Grand View formally adopts the Idaho 11th Grade Common Core Standards for Math, with the following content standards identified as essential standards for this grade level.

- G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line
- G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure on to another.
- G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
- G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints
- G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of

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a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point

G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles

G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems

G-MG Apply geometric concepts in modeling situations 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). 2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

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High School Science Written Curriculum Physical Science (9th)

Bruneau Grand View formally adopts the Idaho 9th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

- PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.
- PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- PSC2-HS-1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- PSP1-HS-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- PSP2-HS-1. Create a computation model to calculate the change in the energy of one component in a system when the change in energy of the other components and energy flows in and out of the system are known.

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High School Science Written Curriculum Biology (10th)

Bruneau Grand View formally adopts the Idaho 10th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

- LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential function of life through systems of specialized cells.
- LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide the specific functions within multicellular organisms.
- LS1-HS-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions
- LS3-HS-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproductions, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment

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High School Science Written Curriculum Chemistry (11th/12th)

Bruneau Grand View formally adopts the Idaho 11th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

- PSC1-HS-2 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- PSC1-HS-5 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- PSC2-HS-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, knowledge of the patterns of chemical properties.
- PSC2-HS-3 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- PSC2-HS-4 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- PSC3-HS-3 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).

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High School Science Written Curriculum Environmental Science (11th/12th)

Bruneau Grand View formally adopts the Idaho 12th Grade Content Standards for Science, with the following content standards identified as essential standards for this grade level.

- LS2-HS-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere and geosphere
- LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.
- ESS2-HS-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- ESS-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere and biosphere.

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High School Social Studies Written Curriculum US History 10

Bruneau Grand View formally adopts the Idaho 10th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact
- 6-12.USH1.2.3.1 Describe Pre-Columbian migration to the Americas.
- 6-12.USH1.2.3.2 Analyze the impact of the Columbian exchange.
- 6-12.USH1.2.3.3 Illustrate westward migration across North America.
- 6-12.USH1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment
- 6-12.USH1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.
- 6-12.USH1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
- 6-12.USH1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.
- 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents, including the Declaration of Independence, Articles of Confederation, and the United States Constitution
- 6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government

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- 6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.
- 6-12.USH1.3.4.1 Analyze how economic conditions affect financial decisions.
- 6-12.USH1.4.1.1 Trace the development of our constitutional republic through founding documents, colonial assemblies, and colonial rebellions.
- 6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.
- 6-12.USH1.3.1.2 Compare the economic development of the North with the South.

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High School Social Studies Written Curriculum US History 11

Bruneau Grand View formally adopts the Idaho 11th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies
- 6-12.USH1.1.2.1 Analyze the religious, political, and economic motives of immigrants who came to North America.
- 6-12.USH1.1.4.1 Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States.
- 6-12.USH1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts.
- 6-12.USH1.5.1.1 Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, the Monroe Doctrine, the Mexican-American War, and SpanishAmerican War.
- 6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.
- 6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.
- 6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.

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6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States.

9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.

9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements.

9-12.G.4.3.4 Analyze and evaluate decisions about individual rights in landmark cases of the Supreme Court of the United States.

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High School Social Studies Written Curriculum Economics

Bruneau Grand View formally adopts the Idaho 11th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

- 9-12-E.3.1.1 Apply the concepts of supply and demand, scarcity, and opportunity costs, and explain their implications in decision making.
- 9-12-E.3.1.2 Identify ways in which the interaction of all buyers and sellers influences prices.
- 9-12-E.3.2.1 Compare and contrast the characteristics of different economic systems and economic philosophies.
- 9-12-E.1.4.1 Analyze the impact of events, such as wars, industrialization, and technological developments on the business cycle.
- 9-12-E.3.1.6 Explain the difference between monetary policy and fiscal policy and the role of the Federal Reserve
- 9-12-E.4.2.1 Explain the basic functions of government in a mixed economic system.
- 9-12-E.4.2.3 Examine the federal budget, debt, and deficit, and their implications on the economy
- 9-12-E.3.3.1 Explain the characteristics of various types of business and market structures.
- 9-12-E.3.4.3 Discuss the impact of taxation as applied to personal finances.

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High School Social Studies Written Curriculum Government

Bruneau Grand View formally adopts the Idaho 12th Grade Content Standards for Social Studies, with the following content standards identified as essential standards for this grade level.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

R.H.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

R.H.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

R.H.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

R.H.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

R.H.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess

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the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

R.H.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

WHST.11-12.1 Write arguments focused on discipline-specific content.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to

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make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

R.H.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

BGV recognizes that essential standards are not all that is taught in the course of the school year. Rather, essential standards are the basic floor of understanding that must be mastered by each student in order for them to be prepared for the following year/class. Essential standards represent where the emphasis is placed in teaching the content standards, and teachers spend the bulk of their teaching opportunities ensuring these essential standards are mastered by all students.