

Physical Education

Curriculum Framework

K - 12

Philosophy of Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activity.
- Knows the implication and benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle. (National Standards & grade level outcomes for K-12 physical education, Society of Health and Physical Educators, 2014)

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Physical Education Instructional Practices

Physical Education Curriculum Documents can be found in the Z-drive

The attached curriculum framework contains competencies, skills and knowledge for students in this grade/course.

This framework is the basis for instructional units of study for each grade level or course that integrate skills and knowledge from the national standards of physical education. Teachers for each grade level/course are responsible for designing instructional units and lessons with ongoing support from building and district administrators.

Please note evaluation on individual or group activities (verbally or written) will be required for all grades/courses.

Please note that physical fitness testing will be required for all grades/courses 5 - 12.

Please note that there is an element of risk of injury with all physical activity. Teachers should be knowledgeable of the district's policy and protocol on reporting injuries.

Teachers and students must be aware of indoor and outdoor emergency procedures during class time.

Teachers should inspect equipment and playing areas regularly to determine it is in good working condition.

Teachers should indicate classroom rules, guidelines, and behavior expectations at the beginning of each course.

Students must be monitored during use of physical education equipment within the classroom settings.

Students are expected to abide by the following safety requirements – appropriate footwear (sneakers), appropriate clothing (in accordance to school handbooks), and demonstrate proper use of equipment.

This framework is based on the Society of Health and Physical Educators (SHAPE) scope and sequence, 2014 (see Appendix).

Additional resources can be found in the Z-drive/Instruction and Assessment.

Physical Education K-12 Graduation Competencies

Perform a variety of motor skills and movement patterns effectively.

Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

Demonstrate and self-assess respect for self and others, and the value of physical activity.

Grades K, 1, 2

Competency: Perform a variety of motor skills and movement patterns effectively.

Indicators:

- Practice developmentally appropriate locomotor skills while maintaining balance.
- Maintain balance in various developmentally appropriate positions.
- Practice developmentally appropriate basic motor skills with hands and feet.

Competency: Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

- Acquire and apply beginning knowledge of movement concepts, principles, and knowledge.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Identify benefits and describe active play/exercise opportunities outside of physical education class that contribute to improving health.
- Actively engage in physical education class.
- Explain and demonstrate that the body is used as resistance for developing strength.
- Describe the “good health balance” of nutrition and physical activity, including healthy and unhealthy foods.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity.

- Work safely, independently and with others.
- Demonstrate responsibility for class procedure, activities and social interactions.
- Analyze and implement teacher appropriate feedback.
- Explain physical activities that encourage self-confidence, self-expression, and personal challenge.

Grades 3, 4

Competency: Perform a variety of motor skills and movement patterns effectively.

Indicators:

- Apply developmentally appropriate locomotor skills within a various physical activities.
- Refine developmentally appropriate basic motor skills with hands, feet, and equipment.
- Independently demonstrate developmentally appropriate basic motor skills with hand and feet.

Competency: Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

- Refine knowledge of movement concepts, principles, and knowledge.
- Practice basic strategies and tactics to specific physical activities.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Participate and analyze the benefits of active play/exercise opportunities outside of physical education class that contribute to improving health.
- Actively engage in physical education class, both teacher-directed and independently.
- Describe the concept and identify the components of health-related physical activities, including warm up and cool down.
- Identify foods that are beneficial before and after physical activity, and the importance of hydration.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity.

- Work safely, independently and with others.
- Demonstrate responsibility for class procedure, activities and social interactions.
- Analyze and implement teacher appropriate feedback.
- Describe physical activities that encourage self-confidence, self-expression, and personal challenge.

Grades 5, 6

Competency: Perform a variety of motor skills and movement patterns effectively.

Indicators:

- Integrate locomotor skills within physical activities.
- Apply motor skills using hands, feet, and equipment within physical activities.
- Practice activity-specific motor skills.

Competency: Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

- Apply knowledge of movement concepts, principles, and knowledge.
- Refine basic strategies and tactics to specific physical activities.
- Practice advanced strategies and tactics.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Analyze and recognize the benefits of physical activity outside physical education class that contribute to a healthy body.
- Actively engage in physical education class.
- Describe and apply the components/principles of health-related and skill-related fitness.
- Analyze the impact of food choices in order to make appropriate food choices related to physical activity levels.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity.

- Work safely, independently and with others.
- Demonstrate responsibility for class procedure, activities and social interactions.
- Analyze and implement teacher appropriate feedback.
- Explain different physical activities that encourage self-confidence, self-expression, and personal challenge.

Grades 7, 8

Competency: Perform a variety of motor skills and movement patterns effectively.

Indicators:

- Independently perform motor skills using hands, feet, and equipment within physical activities.
- Practice and refine activity-specific motor skills.

Competency: Apply knowledge of components, principals, strategies, and tactics related to movement and performance.

- Integrate knowledge of movement concepts, principles, and knowledge.
- Apply strategies and tactics to specific physical activities.
- Refine advanced strategies and tactics.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Explain the five components of health-related fitness and the connections to overall health.
- Actively engage in physical education class
- Practice relaxation and stress reducing activities.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity.

- Work safely, independently and with others.
- Demonstrate responsibility for class procedure, activities and social interactions.
- Analyze and implement teacher appropriate feedback.
- Evaluate peer activities and provide appropriate feedback.
- Explain how self-selected physical activities encourage self-confidence, self-expression, and personal challenge.

High School

PE Fundamentals – Required

Competency: Perform a variety of motor skills and movement patterns effectively.

Indicators:

- Refine activity-specific movement skills.
- Apply motor skills and movement patterns within life-long fitness activities.

Competency: Apply knowledge of components, principals, strategies, and tactics related to movement and performance.

- Independently apply basic and advanced strategies and tactics to assigned physical activities.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Evaluate benefits, risks, and safety factors that might affect physical activity preferences throughout lifetime.
- Actively engage in physical education class
- Explain types of strength and stretching exercises for personal fitness.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity.

- Work safely, independently and with others.
- Demonstrate responsibility for class procedure, activities and social interactions.
- Analyze and implement teacher appropriate feedback.
- Evaluate peer activities and provide appropriate feedback.
- Evaluate how self-selected physical activities encourage self-confidence, self-expression, and personal challenge.

Fit for Life- Elective

Competency: Perform a variety of motor skills and movement patterns effectively.

Indicators:

- Refine and integrate activity-specific movement skills within class and personal fitness.
- Apply and evaluate motor skills and movement patterns within life-long fitness activities.

Competency: Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

- Independently apply basic and advanced strategies and tactics to assigned and independent physical activities.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Analyze the relationships among physical activity, nutrition, and body composition including the impact of life choices.
- Actively engage in physical education class
- Create a fitness portfolio including personal goals, log of fitness activities, rates of perceived exertion, stress management strategies, and self-assessment.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity

- Self-assess working safely, independently and with others.
- Evaluate one's responsibility for class procedure, activities and social interactions.
- Analyze and implement teacher appropriate feedback.
- Evaluate peer activities and provide appropriate feedback.
- Evaluate how self-selected physical activities encourage self-confidence, self-expression, and personal challenge.

Introduction to Strength Training – Elective

Competency: Perform a variety of motor skills and movement patterns effectively related to strength training.

Indicators:

- Demonstrate introductory strength training techniques such as body weight mastery and external resistance.
- Demonstrate introductory injury prevention techniques.

Competency: Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

- Identify components of the muscular system and their functions.
- Analyze strength training principles and strategies such as F.I.T.T principle (frequency, intensity, time, type), principle of overload, specificity, and progression.
- Analyze the benefits of strength training.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Demonstrate improvement of muscular strength, muscular endurance, and flexibility.
- Evaluate the results of their personal strength training implementation.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity

- Self-assess working safely, independently and with others.
- Evaluate one's responsibility for class procedures, activities and social interactions.
- Evaluate teacher and appropriate peer feedback.
- Evaluate how strength training contributes to self-confidence, self-expression, and personal challenge.

Lifetime Strength Training – Elective

Competency: Perform a variety of motor skills and movement patterns effectively related to strength training.

- Apply introductory strength training techniques such as body weight mastery and external resistance.
- Apply introductory injury prevention techniques

Competency: Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

- Create, perform and evaluate a personalized strength training program for lifelong fitness.
- Identify specific strength training for targeted muscles groups.
- Identify nutritional needs and benefits to support strength development.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Evaluate and adjust the results of the personal strength training plan continuously.
- Demonstrate improvement of muscular strength, muscular endurance, and flexibility.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity

- Self-assess working safely, independently and with others.
- Evaluate one's responsibility for class procedures, activities and social interactions.
- Evaluate teacher and appropriate peer feedback.
- Evaluate how strength training contributes to self-confidence, self-expression, and personal challenge.

Sport Strength Training – Elective

Competency: Perform a variety of motor skills and movement patterns effectively related to strength training.

- Apply sport-related strength training techniques such as body weight mastery, external resistance, plyometric exercises, and power exercises.
- Apply sport-related injury prevention techniques.

Competency: Apply knowledge of components, principals, strategies, and tactics related to movement and performance.

- Create, perform and evaluate a personalized sport specific strength training program effectively.
- Independently apply sport-specific strength training for targeted muscles groups.
- Identify nutritional needs and benefits to support sport-related strength development.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Revise and apply the results of the personal sport-specific strength training plan continuously.
- Demonstrate improvement of muscular strength, muscular endurance, and flexibility continuously.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity

- Self-assess working safely, independently and with others.
- Evaluate one's responsibility for class procedures, activities and social interactions.
- Evaluate teacher and appropriate peer feedback.
- Evaluate how strength training contributes to self-confidence, self-expression, and personal challenge.

Rape Aggression Defense (R.A.D.) – Elective

Competency: Perform a variety of motor skills and movement patterns effectively related to R.A.D.

Indicators:

- Apply proper defensive tactics and postures in a variety of situations.

Competency: Apply knowledge of components, principles, strategies, and tactics related to movement and performance.

- Explain and apply strategies of self-defense.
- Apply key terminology used throughout the course.
- Analyze the correlation between self-defense and the law.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Identify and apply risk reduction techniques in a variety of situations

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity

- Identify safety considerations that may reduce them from being a target.
- Work safely, independently and with others.
- Evaluate one's responsibility for class procedures, activities and social interactions.
- Evaluate teacher and appropriate peer feedback.

Exercise Walking – Elective

Competency: Perform a variety of motor skills and movement patterns effectively related to walking.

- Apply and evaluate exercise walking skills for maximum benefit.

Competency: Apply knowledge of components, principals, strategies, and tactics related to movement and performance.

- Independently apply basic and advanced strategies for exercise walking.
- Analyze the benefits of exercise walking.
- Analyze the variables and their effects on exercise walking.

Competency: Apply the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

- Demonstrate improvement of cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
- Create a walking journal, including self-assessment of improvement.
- Analyze on-going personal performance results and revise personal walking goals.

Competency: Demonstrate and self-assess respect for self and others, and the value of physical activity

- Self-assess strategies for walking safely, independently and with others.
- Evaluate one's responsibility for class procedures, activities and social interactions.
- Evaluate teacher and appropriate peer feedback.
- Evaluate how exercise walking contributes to self-confidence, self-expression, and personal challenge.

Scope & Sequence for K-12 Physical Education

Standard 1. Motor skills & movement patterns

STANDARD 1

	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Hopping	E	M	A	→						
Galloping	E	M	A	→						
Running	E	→	M	A	→					
Sliding	E	M	A	→						
Skipping	E	→	M	A	→					
Leaping		E	→	M	A	→				
Jumping & landing	E	→	→	M	A	→				
• Spring & step					E	M	A	→		
• Jump stop							E	M	A	→
• Jump rope	E	→	→	M	A	→				
Balance	E	→	→	M	→	A	→			
Weight transfer			E	M	→	A	→			
Rolling	E	→				M	A	→		
Curling & stretching	E	→	M	→	→	A	→			
Twisting & bending		E	M	→	→	A	→			
Throwing										
• Underhand	E	→	M	→			A	→		
• Overhand	E	→				M	A	→		
Catching	E	→				M	A	→		
Dribbling/ball control										
• Hands	E	→				M	A	→		
• Feet		E	→			M	A	→		
• With implement				E	→	M	A	→		

Kicking	E	→			M	→		A	→			
Volleying												
• Underhand	E	→			M			A	→			
• Overhead					E	→						
• Set									E	→	M	
Striking — with short implement	E	→			M			A	→			
• Fore/backhand								E	→	M	A	
Striking — with long implement				E	→			M		A	→	
• Fore/backhand									E	→	M	
Combining locomotors & manipulatives					E	→		M	→	A	→	
Combining jumping, landing, locomotors & manipulatives								E	M	A	→	
Combining balance & weight transfers			E	→				M	→	A	→	
Serving												
• Underhand								E	M	A	→	
• Overhand								E	→		M	
Shooting on goal								E	→	M		
Passing & receiving												
• Hands								E	→	M	→	
• Feet					E	→				M		
• With implement								E	→	M		
• Forearm pass								E	→	M	A	
• Lead pass								E	→	M	→	
• Give & go								E	M	→		
Offensive skills												
• Pivots								E	M	A		
• Fakes								E	→	M		
• Jab step								E	→	M		
• Screen										E		
Defensive skills												
• Drop step								E	→	M		
• Defensive or athletic stance								E	→	M		

Standard 2. Concepts & strategies

STANDARD 2

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Movement concepts, principles & knowledge	E	→			M	→	A	→		
Strategies & tactics				E	→		M	→	A	→
Communication (games)							E	→	M	A
Creating space (invasion)										
• Varying pathways, speed, direction							E	M	A	
• Varying type of pass							E	M	A	
• Selecting appropriate offensive tactics with object							E	→	M	
• Selecting appropriate offensive tactics without object							E	→	M	
• Using width & length of the field/court							E	→	M	
• Playing with one player up (e.g., 2 v 1)							E	→	M	
Reducing space (invasion)										
• Changing size & shape of defender's body							E	M	A	
• Changing angle to gain competitive advantage							E	→	M	
• Denying the pass/player progress							E	→		
• Playing with one player down (e.g., 1 v 2)							E	→		
Transition (invasion)							E	M	A	
Creating space (net/wall)										
• Varying force, angle and/or direction to gain competitive advantage							E	→	M	A
• Using offensive tactic/shot to move opponent out of position							E	→		M
Reducing space (net/wall)										
• Returning to home position							E	→	M	A
• Shifting to reduce angle for return							E	→		M
Target										
• Selecting appropriate shot/club							E	→	M	A
• Applying blocking strategy							E	→		M
• Varying speed & trajectory							E	→	M	A
Fielding/striking										
• Applying offensive strategies								E	→	
• Reducing open spaces							E	→	M	

Standard 3. Health-enhancing level of fitness & physical activity

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School	
STANDARD 3	Physical activity knowledge	E	→				M	→		A	→	
	Engages in physical activity	E	→				M	→				A
	Fitness knowledge	E	→				M	→				A
	Assessment & program planning				E	→	M	→		A	→	
	Nutrition	E	→						M	→	A	
	Stress management							E	→		M	

Standard 4. Responsible personal & social behavior

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
STANDARD 4	Demonstrating personal responsibility	E	→		M	→		A	→		
	Accepting feedback	E	→		M	→		A	→		
	Working with others	E	→		M	→		A	→		
	Following rules & etiquette			E	→		M	→	A	→	
	Safety	E	→	M	→		A	→			

Standard 5. Recognizes the value of physical activity

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School	
STANDARD 5	For health			E	→			M	→		A	
	For challenge			E	→			M	→		A	
	For self-expression/enjoyment	E	→				M	→				A
	For social interaction				E	→		M	→		A	

LEGEND

E = Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.

M = Maturing. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

A = Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.



STANDARDS FOR

**Literacy in
History/Social Studies,
Science, and Technical Subjects**

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6-12

RH

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	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.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	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.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	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 <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	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.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	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.	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.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	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.
Research to Build and Present Knowledge		
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.	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.	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.
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.	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.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
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.	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.	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.