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| **College and Career Readiness Anchor Standards:**  **Reading**  CCSS.ELA-LITERACY.CCRA.R.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.  CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  CCSS.ELA-LITERACY.CCRA.R.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.  CCSS.ELA-LITERACY.CCRA.R.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.  CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.  CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1  CCSS.ELA-LITERACY.CCRA.R.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.  CCSS.ELA-LITERACY.CCRA.R.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.  CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.  **Writing**  CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.  CCSS.ELA-LITERACY.CCRA.W.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.  CCSS.ELA-LITERACY.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS.ELA-LITERACY.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  CCSS.ELA-LITERACY.CCRA.W.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.  CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  CCSS.ELA-LITERACY.CCRA.W.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.  **Comprehension and Collaboration:**  **Speaking & Listening**  CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  CCSS.ELA-LITERACY.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  **Language**  CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CCSS.ELA-LITERACY.CCRA.L.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.  CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  CCSS.ELA-LITERACY.CCRA.L.6: Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression. | | |
| ISTE Standards  1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. b. build networks and customize their learning environments in ways that support the learning process. c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.  2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students: a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.  3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.  4. Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students: a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. c. develop, test and refine prototypes as part of a cyclical design process. d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.  5. Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students: a. formulate problem definitions suited for technologyassisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.  6. Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students: a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. b. create original works or responsibly repurpose or remix digital resources into new creations. c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. d. publish or present content that customizes the message and medium for their intended audiences.  7. Global Collaborator Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students: a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. d. explore local and global issues and use collaborative technologies to work with others to investigate solutions. | | |
| Social Justice Standards:  Identity  1. Students will develop positive social identities based on their membership in multiple groups in society.  2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.  3. Students will recognize that people’s multiple identities interact and create unique and complex individuals. 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.  5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.  Diversity  6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.  8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.  9. Students will respond to diversity by building empathy, respect, understanding and connection.  10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.  Justice:  11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.  12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).  13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.  14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.  15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.  Action:  16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.  17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.  18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.  19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.  20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. | | |
| **Student Levels:** The levels below are based on SANDI and are listed as a reminder to the teacher re: what we are working on with the students/appropriate levels for work. Please note that classroom groupings/seating arrangements may differ based on activity roles, behaviors or other reasons to benefit the students. | | |
| **Reading Goals & Class Levels (based on IEP/SANDI/FAST & OTHER NEEDS)** | | |
| **Group 3** | **Group 2** | **Group 1** |
| **Writing Goals & Class Levels (based on IEP/SANDI/FAST & OTHER NEEDS)** | | |
| **Group 3** | **Group 2** | **Group 1** |
| **Math Goals & Class Levels (based on IEP/SANDI/FAST & OTHER NEEDS)** | | |
| **Group 3** | **Group 2** | **Group 1** |
| **Transition Goals** | | |
| **Communication Goals** | | |
| **Behavior Goals** | | |
| **AD** | | |

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| **SANDI Levels** | | | | | | | |
| **Student** | **Reading** | | | | **OA** | | |
|  | **3** | **2** | **1** | **3** | | **2** | **1** |
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