

GEORGIA STANDARDS OF EXCELLENCE

3RD
GRADE

4TH
GRADE

5TH
GRADE

6TH
GRADE

7TH
GRADE

8TH
GRADE

9TH & 10TH
GRADES

11TH & 12TH
GRADES

**KEEP
GEORGIA
SAFE**



A FREE K-12 CAR AND ROAD
SAFETY PROGRAM FROM GDOT



ENGLISH/LANGUAGE ARTS STANDARDS

My Road to Safety Journal and Activity Book

Design Your Own Roundabout Activity/Safe Intersections Worksheet

Create Your Own Safety Sign

Reading Informational - Key Ideas and Details			
ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X		X
Reading Informational - Integration of Knowledge and Ideas			
ELAGSE3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X	X
ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause-effect, first/second/third in a sequence).	X	X	X
Writing - Text Types and Purpose			
ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d) Provide a concluding statement or section.	X		X
ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic, and group related information together; include illustrations when useful to aid comprehension. b) Develop the topic with facts, definitions, and details. c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d) Provide a concluding statement or section.	X	X	X

Production and Distribution of Writing			
ELAGSE3W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	X		X
Speaking and Listening - Comprehension and Collaboration			
ELAGSE3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion.	X		X
Language - Conventions of Standard English			
ELAGSE3L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b) Form and use regular and irregular plural nouns. c) Use abstract nouns (e.g., childhood). d) Form and use regular and irregular verbs. e) Form and use simple verb tenses (e.g., I walk; I walked; I will walk). f) Ensure subject-verb and pronoun-antecedent agreement. g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h) Use coordinating and subordinating conjunctions. i) Produce simple, compound, and complex sentences. j) Write legibly in cursive.	X	X	X

Language - Conventions of Standard English

ELAGSE3L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Capitalize appropriate words in titles. b) Use commas in addresses. c) Use commas and quotation marks in dialogue. d) Form and use possessives. e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

X

X

X

Knowledge of Language

ELAGSE3L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect. b) Recognize and observe differences between the conventions of spoken and written Standard English.

X

X

X

**3RD
GRADE**

HEALTH STANDARDS

**My Road to
Safety Journal
and Activity
Book**

**Design
Your Own
Roundabout
Activity/Safe
Intersections
Worksheet**

**Create
Your Own
Safety Sign**

<p>HE3.2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>HE3.2.b Identify how peers can influence healthy and unhealthy behaviors.</p>	X		X
<p>HE3.5 Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>HE3.5.a Identify and discuss health-related situations.</p> <p>HE3.5.c Discuss options and healthy choices when making decisions.</p> <p>HE3.5.d Indicate the possible consequences of each choice when making a health-related decision.</p>	X	X	X
<p>HE3.6 Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>HE3.6.a Select a personal long-term health goal and determine the actions needed to achieve the goal.</p> <p>HE3.6.b Identify resources and individuals needed to assist in achieving a personal health goal.</p>	X		X
<p>HE3.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HE3.7.a Identify practices to reduce or prevent health risks.</p> <p>HE3.7.b Demonstrate healthy practices.</p> <p>HE3.7.c Commit to practicing healthy behaviors.</p>	X	X	X
<p>HE3.8 Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>HE3.8.a Share accurate information about a health issue.</p> <p>HE3.8.b Encourage others to make positive health choices.</p>	X	X	X

**4TH
GRADE**

ENGLISH/LANGUAGE ARTS STANDARDS

My Road to
Safety Journal
and Activity
Book

Design
Your Own
Roundabout
Activity/Safe
Intersections
Worksheet

Create
Your Own
Safety Sign

Reading Informational - Key Ideas and Details			
ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X		X
Reading Informational - Integration of Knowledge and Ideas			
ELAGSE4RI8 Explain how an author uses reasoning and evidence to support particular points in a text.	X	X	X
Writing - Text Types and Purpose			
ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b) Provide reasons that are supported by facts and details. c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d) Provide a concluding statement or section related to the opinion presented.	X		X
ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic clearly, and group related information in paragraphs and sections; include b) formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. c) Develop the topic with facts, definitions, concrete details, quotations, or other information d) and examples related to the topic. e) Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). f) Use precise language and domain-specific vocabulary to inform about or explain the topic. g) Provide a concluding statement or section related to the information or explanation presented.	X	X	X

Production and Distribution of Writing			
ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	X		X
Speaking and Listening - Comprehension and Collaboration			
ELAGSE4SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	X		X
ELAGSE4SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			X
ELAGSE4SL3 Identify the reasons and evidence a speaker provides to support particular points.	X	X	X
Language - Conventions of Standard English			
ELAGSE4L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b) Form and use progressive verb aspects (e.g., I was walking; I am walking; I will be walking). c) Use helping/linking verbs to convey various conditions. d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e) Form and use prepositional phrases. f) Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons. g) Correctly use frequently confused words (e.g., to, too, two; there, their, they're). h) Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.	X	X	X

Language - Conventions of Standard English

ELAGSE4L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Use correct capitalization. b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence. d) Spell grade-appropriate words correctly, consulting references as needed.

X

X

X

Knowledge of Language

ELAGSE4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases to convey ideas precisely. b) Choose punctuation for effect. c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

X

X

X

4TH GRADE

HEALTH STANDARDS

My Road to
Safety Journal
and Activity
Book

Design
Your Own
Roundabout
Activity/Safe
Intersections
Worksheet

Create
Your Own
Safety Sign

<p>HE4.2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>HE4.2.a Examine the influence of culture on health practices and behaviors.</p> <p>HE4.2.c Compare how technology and media can influence personal health.</p>	X		X
<p>HE4.5 Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>HE4.5.a Explain a situation that may require a thoughtful health-related decision.</p> <p>HE4.5.b Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision.</p> <p>HE4.5.c Determine when or if help is needed to make a health-related decision.</p> <p>HE4.5.d Determine a healthy choice when making a decision.</p>	X	X	X
<p>HE4.6 Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>HE4.6.a Identify a personal health goal.</p> <p>HE4.6.b Develop an action plan for a health goal.</p> <p>HE4.6.c Discuss whether the goal was achieved.</p>	X		X
<p>HE4.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HE4.7.a Demonstrate a healthy behavior to improve personal health and wellness.</p> <p>HE4.7.b Demonstrate behaviors to reduce health risks.</p>	X	X	X
<p>HE4.8 Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>HE4.8.a Provide valid health information about a health issue.</p> <p>HE4.8.b Advocate for positive health choices.</p>	X	X	X

Reading Informational - Key Ideas and Details			
ELAGSE5RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X		X
Reading Informational - Integration of Knowledge and Ideas			
ELAGSE5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	X	X	X
Writing - Text Types and Purpose			
ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b) Provide logically ordered reasons that are supported by facts and details. c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d) Provide a concluding statement or section related to the opinion presented.	X		X
ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a concluding statement or section related to the information or explanation presented.	X	X	X

Production and Distribution of Writing			
ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	X		X
Speaking and Listening - Comprehension and Collaboration			
ELAGSE5SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	X		X
ELAGSE5SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			X
ELAGSE5SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	X	X	X
Language - Conventions of Standard English			
ELAGSE5L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b) Form and use the perfect verb aspects (e.g., I had walked; I have walked; I will have walked). c) Use verb tense and aspect to convey various times, sequences, states, and conditions. d) Recognize and correct inappropriate shifts in verb tense and aspect. e) Use correlative conjunctions (e.g., either-or, neither-nor).	X	X	X

	Book	Worksheets	Safety Sign
<p>ELAGSE5L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Use punctuation to separate items in a series. b) Use a comma to separate an introductory element from the rest of the sentence. c) Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d) Use underlining, quotation marks, or italics to indicate titles of works. e) Spell grade-appropriate words correctly, consulting references as needed.</p>	X	X	X
Knowledge of Language			
<p>ELAGSE5L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	X	X	X

5TH GRADE

HEALTH STANDARDS

My Road to
Safety Journal
and Activity
Book

Design
Your Own
Roundabout
Activity/Safe
Intersections
Worksheet

Create
Your Own
Safety Sign

<p>HE5.2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>HE5.2.a Evaluate the influence of family and peers on personal health behaviors and decisions.</p> <p>HE5.2.c Explain how media and technology influence thoughts, feelings, and health behaviors.</p>	X		X
<p>HE5.5 Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>HE5.5.a Identify health-related situations that might require a thoughtful decision.</p> <p>HE5.5.b List healthy options and possible consequences to a health-related issue or problem.</p> <p>HE5.5.c Predict the potential outcomes of each option when making a health-related decision.</p> <p>HE5.5.d Analyze when assistance is needed in making a health-related decision.</p> <p>HE5.5.e Choose a healthy option when making a decision.</p> <p>HE5.5.f Describe the outcomes of a health-related decision.</p>	X	X	X
<p>HE5.6 Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>HE5.6.a Set a personal health goal and track progress toward its achievement.</p> <p>HE5.6.b Identify and utilize resources to assist in achieving a personal health goal.</p>	X		X
<p>HE5.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HE5.7.a Practice responsible personal health choices.</p> <p>HE5.7.b Demonstrate a variety of healthy choices and behaviors to preserve or enhance personal health.</p> <p>HE5.7.c Model a variety of behaviors that prevent or decrease health risks to self and/or others.</p>	X	X	X
<p>HE5.8 Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>HE5.8.a Review accurate information and develop an opinion about a health issue.</p> <p>HE5.8.b Advocate for positive health choices.</p>	X	X	X

6TH
GRADE

**ENGLISH/LANGUAGE
ARTS STANDARDS**

Understanding
Inertia

Write a
Letter to
Leadership

Distracted
Driving
Pledge
Cards

The
Reality of
the Need
for Speed

Create
Your Own
PSA

Reading Informational - Key Ideas and Details

ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

X

X

X

X

Reading Informational - Integration of Knowledge and Ideas

ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

X

X

X

X

X

Writing - Text Types and Purpose

ELAGSE6W1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from the argument presented.

X

X

X

Writing - Text Types and Purpose

ELAGSE6W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause-effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from the information or explanation presented.

X

X

X

ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) 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. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

X

Production and Distribution of Writing

ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

X

X

X

X

Research To Build and Present Knowledge

ELAGSE6W8 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.

X

X

X

X

X

Speaking and Listening - Comprehension and Collaboration

ELAGSE6SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

X

X

X

X

X

ELAGSE6SL2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

X

X

X

X

X

Language - Conventions of Standard English

ELAGSE6L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Ensure that pronouns are in the proper case (subjective, objective, possessive). b) Use intensive pronouns (e.g., myself, ourselves). c) Recognize and correct inappropriate shifts in pronoun number and person. d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e) Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

X

X

X

X

ELAGSE6L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b) Spell correctly.

X

X

X

X

Knowledge of Language					
ELAGSE6L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Vary sentence patterns for meaning, reader/listener interest, and style. b) Maintain consistency in style and tone.		X	X	X	X
Vocabulary Acquisition and Use					
ELAGSE6L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X			X	
ELAGSE6L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X	X	X

6TH
GRADE

HEALTH STANDARDS

	Understanding Inertia	Write a Letter to Leadership	Distracted Driving Pledge Cards	The Reality of the Need for Speed	Create Your Own PSA
HE6.1.d Practice ways to reduce or prevent injuries.	X	X	X	X	X
HE6.1.f Identify the benefits of practicing healthy behaviors.	X	X	X	X	X
HE6.1.m Describe the short and long-term effects of engaging in risky behaviors.	X	X	X	X	X
HE6.2.e Illustrate how media messages influence health behaviors.			X		X
HE6.2.h Identify norms that influence health behaviors.	X	X	X	X	X

Understanding Inertia	Write a Letter to Leadership	Distracted Driving Pledge Cards	The Reality of the Need for Speed	Create Your Own PSA
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Speaking and Listening - Comprehension and Collaboration				
ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
Reading Informational - Integration of Knowledge and Ideas				
ELAGSE7RI7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	X	X	X	X
Writing - Text Types and Purpose				
ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), 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.		X	X	X

	Inertia	Write a Letter	Pledge Cards	Need for Speed	PSA
<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison-contrast, and cause-effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		X	X		X
<p>ELAGSE7W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>				X	
Production and Distribution of Writing					
<p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		X	X	X	X

Research To Build and Present Knowledge					
ELAGSE7W8 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.	X	X	X	X	X
Speaking and Listening - Comprehension and Collaboration					
ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	X	X	X	X	X
ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	X	X	X	X	X
Language - Conventions of Standard English					
ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Explain the function of phrases and clauses in general and their function in specific sentences. b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		X	X	X	X

	Inertia	Write a Letter	Pledge Cards	Need for Speed	PSA
ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b) Spell correctly.		X	X	X	X
Knowledge of Language					
ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		X	X	X	X
Vocabulary Acquisition and Use					
ELAGSE7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X			X	
ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X	X	X

**7TH
GRADE****HEALTH STANDARDS**

	Understanding Inertia	Write a Letter to Leadership	Distracted Driving Pledge Cards	The Reality of the Need for Speed	Create Your Own PSA
HE7.1.a Assess how healthy behaviors influence personal health and well-being.	X	X	X	X	X
HE7.1.e Explain ways to reduce or prevent health risks among adolescents.	X	X	X	X	X
HE7.1.f Examine the risk of injury or illness if engaging in unhealthy behaviors.	X	X	X	X	X
HE7.3.c Investigate the accessibility of products that enhance health.	X			X	X
HE7.5.f Examine the outcomes of a health-related decision.	X		X	X	X
HE7.7.a Describe the importance of accepting responsibility for personal health behaviors.		X	X		X
HE7.8.a Support a health-enhancing position with evidence-based information.		X	X		X



**ENGLISH/LANGUAGE
ARTS STANDARDS**

Understanding Inertia	Write a Letter to Leadership	Distracted Driving Pledge Cards	The Reality of the Need for Speed	Create Your Own PSA
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Speaking and Listening - Comprehension and Collaboration				
ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
Reading Informational - Integration of Knowledge and Ideas				
ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	X	X	X	X
Writing - Text Types and Purpose				
ELAGSE8W1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), 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 evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 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.		X	X	X

	Inertia	Write a Letter	Pledge Cards	Need for Speed	PSA
<p>ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		X	X		X
<p>ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>				X	
Production and Distribution of Writing					
<p>ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		X	X	X	X

Research To Build and Present Knowledge					
ELAGSE8W8 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.	X	X	X	X	X
Speaking and Listening - Comprehension and Collaboration					
ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	X	X	X	X	X
ELAGSE8SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	X	X	X	X	X
Language - Conventions of Standard English					
ELAGSE8L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b) Form and use verbs in the active and passive voice. c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d) Recognize and correct inappropriate shifts in verb voice and mood.		X	X	X	X

	Inertia	Write a Letter	Pledge Cards	Need for Speed	PSA
ELAGSE8L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b) Use an ellipsis to indicate an omission. c) Spell correctly.		X	X	X	X
Knowledge of Language					
ELAGSE8L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		X	X	X	X
Vocabulary Acquisition and Use					
ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X			X	
ELAGSE8L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X	X	X

	Understanding Inertia	Write a Letter to Leadership	Distracted Driving Pledge Cards	The Reality of the Need for Speed	Create Your Own PSA
<p>S8P2. Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system. a) Analyze and interpret data to create graphical displays that illustrate the relationships of kinetic energy to mass and speed, and potential energy to mass and height of an object. b) Plan and carry out an investigation to explain the transformation between kinetic and potential energy within a system (e.g., roller coasters, pendulums, rubber bands, etc.). c) Construct an argument to support a claim about the type of energy transformations within a system [e.g., lighting a match (light to heat), turning on a light (electrical to light)]. d) Plan and carry out investigations on the effects of heat transfer on molecular motion as it relates to the collision of atoms (conduction), through space (radiation), or in currents in a liquid or a gas (convection).</p>				X	
<p>S8P3. Obtain, evaluate, and communicate information about cause-and-effect relationships between force, mass, and the motion of objects. a) Analyze and interpret data to identify patterns in the relationships between speed and distance, and velocity and acceleration. (Clarification statement: Students should be able to analyze motion graphs, but students should not be expected to calculate velocity or acceleration.) b) Construct an explanation using Newton’s laws of motion to describe the effects of balanced and unbalanced forces on the motion of an object. c) Construct an argument from evidence to support the claim that the amount of force needed to accelerate an object is proportional to its mass (inertia).</p>	X				

**8TH
GRADE**

HEALTH STANDARDS

	Understanding Inertia	Write a Letter to Leadership	Distracted Driving Pledge Cards	The Reality of the Need for Speed	Create Your Own PSA
HE8.1.a Analyze the relationships between behaviors and personal health.	X	X	X	X	X
HE8.1.e Describe ways to reduce or prevent injuries and other adolescent health occurrences.	X	X	X	X	X
HE8.1.h Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors.	X	X	X	X	X
HE8.1.j Compare ways to reduce or prevent injuries.	X	X	X	X	X
HE8.5.a Identify health-related situations that might require a health-enhancing decision.	X	X	X	X	X
HE8.7.a Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.		X	X		X
HE8.8.b Design strategies that will influence and support others to make positive health choices.		X	X		X

Reading Informational - Key Ideas and Details

ELAGSE9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

X

X

X

X

Writing - Text Types and Purpose

ELAGSE9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both 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 an appropriate style and objective tone. e) Provide a concluding statement or section that follows from and supports the argument presented.

X

X

X

Writing - Text Types and Purpose

ELAGSE9-10W2 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. a) Introduce a topic; organize complex 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. b) 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. c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. e) Establish and maintain an appropriate style and objective tone. f) 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).

X

X

X

Writing - Text Types and Purpose

ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

X

Production and Distribution of Writing					
ELAGSE9-10W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X	X	X
Research To Build and Present Knowledge					
ELAGSE9-10W8 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.	X	X	X	X	X
Speaking and Listening - Comprehension and Collaboration					
ELAGSE9-10SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 or 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	X	X	X	X	X

	Inertia	Write a Letter	Pledge Cards	Need for Speed	PSA
ELAGSE9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	X	X	X	X	X
Language - Conventions of Standard English					
ELAGSE9-10L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Use parallel structure. b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		X	X	X	X
ELAGSE9-10L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b) Use a colon to introduce a list or quotation. c) Spell correctly. d) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.		X	X	X	X
Vocabulary Acquisition and Use					
ELAGSE9-10L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 or 10 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X			X	

Inertia

Write a
LetterPledge
CardsNeed
for Speed

PSA

Vocabulary Acquisition and Use

ELAGSE9-10L6 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.

X

X

X

X

X

**9TH & 10TH
GRADES**

HEALTH STANDARDS

Understanding
InertiaWrite a
Letter to
LeadershipDistracted
Driving
Pledge
CardsThe
Reality of
the Need
for SpeedCreate
Your Own
PSA

HEHS.1.h Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

X

X

X

X

X

HEHS.1.l Summarize ways to reduce injuries.

X

X

X

X

X

HEHS.2.b Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

X

X

X

X

X

HEHS.2.g Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.

X

X

Reading Informational - Key Ideas and Details

ELAGSE11-12RI1 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.

X

X

X

X

Writing - Text Types and Purpose

ELAGSE11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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 claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner 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 and supports the argument presented.

X

X

X

	Inertia	Write a Letter	Pledge Cards	Need for Speed	PSA
<p>ELAGSE11-12W2 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. a) Introduce a topic; 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. b) 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. c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) 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>		X	X		X
<p>ELAGSE11-12W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>				X	

Inertia

Write a
LetterPledge
CardsNeed
for Speed

PSA

Production and Distribution of Writing

ELAGSE11-12W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

X

X

X

X

Research To Build and Present Knowledge

ELAGSE11-12W8 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 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.

X

X

X

X

X

Speaking and Listening - Comprehension and Collaboration

ELAGSE11-12SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 or 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b) Work with peers to set rules for collegial discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed. c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

X

X

X

X

X

ELAGSE11-12SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

X

X

X

X

X

Language - Conventions of Standard English					
<p>ELAGSE11-12L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b) Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>		X	X	X	X
<p>ELAGSE11-12L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a) Observe hyphenation conventions. b) Spell correctly. c) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>		X	X	X	X
Vocabulary Acquisition and Use					
<p>ELAGSE11-12L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 or 12 reading and content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	X			X	
<p>ELAGSE11-12L6 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.</p>	X	X	X	X	X

**11TH & 12TH
GRADES**

HEALTH STANDARDS

	Understanding Inertia	Write a Letter to Leadership	Distracted Driving Pledge Cards	The Reality of the Need for Speed	Create Your Own PSA
HEHS.1.h Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	X	X	X	X	X
HEHS.1.i Summarize ways to reduce injuries.	X	X	X	X	X
HEHS.2.b Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	X	X	X	X	X
HEHS.2.g Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.			X		X