| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Language and Literacy (30%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrates understanding of central concepts, skills, and tools of inquiry in language and literacy; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content area of language and literacy; demonstrates understanding of ways in which language and literacy are integrated across content areas; demonstrates understanding of ways to make real-life connections to language and literacy. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Emergent Literacy: Foundational Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes various stages of language acquisition (e.g., oral language, written language -- including spelling) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the role of phonological awareness in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. explains the importance of phonological awareness as a foundational skill for literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies and provides examples of phonemes, syllables, onsets, and rimes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies and provides examples of blending, segmenting, substituting, and deleting phonemes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Reading: Foundational Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role and importance of phonics and word analysis in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows common letter-sound correspondences and syllabication patterns (e.g., CVC, VC, CV) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows spelling conventions (e.g., irregularly spelled words, homonyms, homophones) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. distinguishes high-frequency sight words from decodable words appropriate for particular grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. identifies roots and affixes to decode unfamiliar words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the role of fluency in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines fluency and related terms (e.g., accuracy, rate, prosody) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. explains the impact of fluency on comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Reading: Literature and Informational Text** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to use key ideas and details to comprehend literature, informational text, and images |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the key details, moral, and/or theme of a literary text, citing specific textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies the key details and/or central idea of an informational text, citing specific textual evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. makes inferences from a text and supports them with appropriate evidence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. summarizes information from a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. analyzes the characters, setting, sequencing, and plot of a literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. analyzes the relationships among individuals, events, ideas, and concepts in an informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how features and structures of text across genres affect comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies structural elements of literature across genres (e.g., casts of characters and stage directions in drama, rhyme and meter in poetry) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. uses text features (e.g., sidebars, hyperlinks, images) to locate information in a print or digital informational text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies organizational structures of informational (e.g., cause/effect, problem/solution, comparison) and literary text (e.g., exposition, rising action, climax, resolution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. identifies how structural elements (e.g., header, graphs, images) contribute to the development of informational and literary text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the concept of point of view using evidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies author’s point of view in various genres and supports conclusions with evidence from the text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. compares multiple points of view about the same event or topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies how point of view affects the overall structure of |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. explains how visual and oral elements enhance the meaning and effect of a literary text (e.g., picture book, graphic novel, multimedia presentation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. compares the written version of a literary text with an oral, staged, or digital version |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. compares two or more texts (literary and/or informational) that address the same theme or topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. interprets visual and multimedia elements in literary and informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the role of text complexity in reading development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. explains the factors that contribute to text complexity (e.g., vocabulary, sentence complexity, images) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies and uses multiple text-leveling systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. selects appropriate texts for readers at various levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the developmental stages of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies a developmentally appropriate continuum of writing (e.g., drawing, scribbling, combining strings of letters) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes strategies to support the development of emergent writing (e.g., copying print, understanding how print conveys a message) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies a developmentally appropriate continuum of spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the characteristics of common types of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguishes among common types of writing (e.g., opinion/argument, informative/explanatory, narrative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies the purpose, key components, and subgenres (e.g., advertisements, recipes, narrative poems) of each common type of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. evaluates the effectiveness of writing samples of each type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the authoring cycle of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies steps of the authoring cycle (e.g. brainstorming, outlining, publishing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies the interrelationships among planning, revising, and editing in the process of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the characteristics of effective writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. evaluates the appropriateness of a particular piece of writing for a specific task, purpose, or audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. evaluates the development, organization, or style of a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies appropriate revisions to strengthen a sample of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. recognizes writing that is clear and coherent and understands its elements (e.g. support, conclusion, sequence) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the purpose of digital media literacy for production and distribution of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the characteristics and purposes of a variety of digital tools for producing and publishing writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. selects the appropriate digital tools for a specific purpose and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the research process that builds knowledge about a topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the steps in the research process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. distinguishes between primary and secondary sources and their uses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. distinguishes between paraphrasing and plagiarizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. knows how to locate credible print and digital sources, locate information within the sources, and cite the sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Speaking and Listening** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the characteristics of effective collaborative conversations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies techniques to communicate for a variety of purposes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies the characteristics of active listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows strategies for promoting conversations (e.g., types of questions, modeling metacognition, providing opportunities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the characteristics of engaging oral presentations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies elements of engaging oral presentations (e.g., volume, articulation, awareness of audience, eye contact) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. differentiates between formal and informal language use (e.g., code switching) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies the characteristics of being a respectful audience member |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Language** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the conventions of Standard English grammar, usage, mechanics, and spelling. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. explains the function of different parts of speech and spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. corrects errors in usage, mechanics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies examples of different sentence types (e.g., simple, compound, compound-complex) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. identifies how varieties of English (e.g., dialects, registers) used in stories, dramas, or poems support the overall meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how to determine the meaning of words and phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. determines the literal meaning of unknown words and phrases from context, syntax, and/or knowledge of roots and affixes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies types of figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. interprets figurative language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. analyzes the relationship between word choice and tone in a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. uses images and texts to determine the meaning of unknown words and phrases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands characteristics of conversational, academic, and domain-specific language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. differentiates among tiered vocabulary (e.g., common words, multiple meaning words, content-specific words) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies relevant features of language such as word choice, word order, and punctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Mathematics (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrates understanding of central concepts, skills, and tools of inquiry in language and literacy; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content area of language and literacy; demonstrates understanding of ways in which language and literacy are integrated across content areas; demonstrates understanding of ways to make real-life connections to language and literacy. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Note: Mathematics questions on the test assess test takers’ understanding of fundamental mathematical skills and concepts central to the early childhood and early elementary curriculum, as described in the topic list below. Most questions are posed in the context of children’s learning; few questions present purely computational mathematics problems. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Emergent Mathematics: Foundational Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the prerequisite skills that relate to future mathematical concept development including but not limited to the following. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. uses one-to-one correspondence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. uses grouping and classification by one or more attributes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. uses subitizing (instantly recognizing how many) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. uses sequencing and conservation of number |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. uses simple directions related to position and proximity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. represents numbers in multiple ways |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. uses counting and cardinality principles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Numbers and Operations—Whole Numbers** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the processes, skills, and concepts related to the place-value system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. compares and orders whole numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. composes and decomposes multidigit numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. given a digit, identifies the place the digit is in and its value in that place |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. recognizes that a digit in one place represents ten times what it represents in the place to its right and one-tenth what it represents in the place to its left |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. rounds multidigit numbers to any place value |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. represents numbers in expanded form |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to apply appropriate mental strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes patterns, math facts, composition and decomposition of numbers, and compensation as mental strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. selects and utilizes appropriate strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. uses understanding of place-value and properties of operations to add, subtract, multiply, and divide |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. uses concrete models, drawings, and number lines to illustrate, interpret, and explain addition, subtraction, multiplication, and division of whole numbers, including multidigit numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. illustrates and explains multiplication and division problems using equations, rectangular arrays, area models, and partitioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. uses various strategies and algorithms to perform operations on whole numbers, including multidigit numbers, and interprets the remainder in division problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. uses the four operations (addition, subtraction, multiplication, and division) to solve multistep mathematical and real-life problems involving whole numbers and determines whether answers are reasonable |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. identifies different problem situations (e.g., adding to, taking away from, comparing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. uses the relationship between operations to solve problems (e.g., inverse operations, repeated addition, repeated subtraction) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Numbers and Operations—Fractions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the multiple representations and meanings of a fraction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. converts fractions to decimals and percents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes that a fraction represents a division problem, ratio, or remainder |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the processes, skills, and concepts for working with rational fractions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. represents fractions using visual fraction models, sets of objects, grids, area models, and number lines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. composes and decomposes fractions and understands the use of unit fractions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes that the value of a unit fraction decreases as the value of the denominator increases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. writes and uses equivalent fractions to compare fractions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. explains why the same whole must be used when comparing fractions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. recognizes that when the numerator and denominator are the same number, the fraction is equal to one |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. recognizes that any whole number can be written as itself over on |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Algebraic Thinking** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the processes, skills, and concepts for working with patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies, extends, describes, or generates number, shape, and other repeating patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. makes conjectures, predictions, or generalizations based on patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the properties of the four operations and the processes, skills, and concepts for solving problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies arithmetic patterns (including patterns in the addition table and in the multiplication table) and explains the patterns using properties of operations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies properties of operations (i.e., commutative, associative, distributive) and uses them as strategies to add, subtract, multiply, and divide |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. uses the order of operations to solve multistep problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. represents and solves word problems involving the four operations using equations with a variable representing the unknown in any position |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Geometry, Measurement, and Data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the processes, skills, and concepts for reasoning about shapes and their attributes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. classifies and compares shapes according to their attributes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. composes and decomposes two- and three-dimensional shapes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. partitions shapes into parts with equal areas and describes the area of each part |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the processes, skills, and concepts for solving problems involving measurement and estimation using standard and nonstandard units of measure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. solves problems involving elapsed time, money, length, volume, and mass |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. solves mathematical and real-life problems involving perimeter and area of polygons |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. relates the concept of area to the operations of multiplication and addition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. uses relative sizes of United States customary units and metric units |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the processes, skills, and concepts for representing and interpreting data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. collects, organizes, and represents data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. interprets data presented in various formats (e.g., picture graph, bar graph, line plot) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Social Studies (14%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrates understanding of central concepts, skills, and tools of inquiry in the social sciences; applies that knowledge in the context of young children’s learning and social and emotional development; demonstrates understanding of the structure of the content areas of social studies; demonstrates understanding of ways in which social studies and social skills are integrated across the content areas; demonstrates understanding of ways to make real-life connections to social studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Identity, Social, and Emotional Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. understands interpersonal relationships (e.g., norms of social behavior) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. selects appropriate tools for teaching group social skills (e.g., conflict resolution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. understands the influence of family, community, and social systems (e.g., the ways in which social systems influence daily life and personal choices) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. understands how institutions (e.g., religious, academic, government) influence individual identity, relationships, beliefs, and behaviors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. understands how to promote emotional development and regulation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Culture and Cultural Identity** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the components of culture and why the study of culture is important |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows ways in which families, groups, societies, and cultures address similar human wants, needs, and concerns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows ways in which cultural perspectives shape experiences and perceptions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. understands the influence of language, literature, music, and artistic creations as expressions of culture and people |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. knows ways in which people from different cultures perceive and interact with the physical environment and social conditions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. understands the concepts of unity and diversity within and across groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. understands the concepts of interdependence and intradependence between and among cultural groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. People, Places, and Environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands spatial thinking, geographic perspectives, and the relationship between human beings and their environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. understands geographic concepts (e.g., region, measurement, directional terms, landmarks, distance, location) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. understands geographic literacy skills (e.g., the construction and use of maps, graphs, charts, and technology) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows the physical and human-made characteristics of different places and how they affect human behavior and experience (e.g., rain forest, desert, urban and rural communities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. understands the interdependence of living things, the environment, and the economy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Time, Continuity, and Change** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows ways in which human beings seek to understand their historical roots and to locate themselves in time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. understands chronological thinking skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to analyze historical data (e.g., time lines, maps, graphs, and tables) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Civics and Government** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the importance of civic participation and how people create and change structures of power, authority, and governance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. understands key civics concepts (e.g., human dignity, justice, equality, equity, tolerance, rule of law, citizenship) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. understands civic participation in the context of classroom, community, nation, and world (e.g., raising an issue, making an informed decision, considering other perspectives, balancing individual and group needs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Science (14%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrates understanding of central concepts, skills, and tools of inquiry in science; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content area of science; demonstrates understanding of ways in which science is integrated across the content areas demonstrates understanding of ways to make real-life connections to science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Fundamental Concepts and Processes of Scientific Inquiry** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and engineering and technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows unifying science concepts (e.g., systems, cycles, constancy, and change) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. understands the scientific process (e.g., formulating questions, testing hypotheses, and communicating information to help explain the world) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. understands basic science skills (e.g., observing, describing, and classifying; making inferences; communicating and representing findings; using simple tools; collecting and analyzing data) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Physical Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic phenomena of the physical world |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. understands the concept of properties of objects and materials (e.g., states of matter) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows the forms of energy, including light, heat, electricity, and magnetism, and their related concepts (e.g., reflection, and absorption of light; push and pull; production and conduction of heat) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows the concepts of position and motion of objects (e.g., the position and motion of an object can be changed by exerting force) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Earth and Space Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the basic phenomena of Earth and space |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows objects seen in the sky and their properties, movements, and locations (e.g., Sun, Moon, stars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. understands how changes that occur on Earth and in space (e.g., daily weather and daylight patterns, erosion) can affect seasonal and daily weather and daylight patterns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. understands the properties of Earth materials (e.g., different physical and chemical properties of Earth materials, including solid rocks and soils, fossils, water, and gases) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Life Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands living organisms and natural systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. understands the basic characteristics of organisms and their environments (e.g., basic needs and behaviors, structures that support growth, habitats) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. understands the life cycles of organisms including the inheritance of traits |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. understands the interdependent relationships in ecosystems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Engineering, Technology and Applications of Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with methods of facilitating problem solving through inventing solutions to simple problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes situations where change and improvement may be possible |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. develops possible solutions to existing problems through sketches, drawings, and physical models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. compares and tests multiple solutions to determine the solution that best solves the problem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows appropriate technology to support scientific inquiry across domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Health and Physical Education, Creative and Performing Arts (17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Health and Physical Education** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrates understanding of central concepts, skills, and tools of inquiry in health education, physical education; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content areas of health and physical education; demonstrates understanding of ways in which health and physical education are integrated across the content areas; demonstrates understanding of ways to make real-life connections to health and physical education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows fundamental health concepts and skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understands health promotion, wellness, and disease prevention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - recognizes major risks to children’s health and safety and the prevention of those risks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the basic structure and function of human-body systems and how they interrelate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - understands how mental and emotional health factors have an effect on overall health (e.g., personal, family, communication, relationships) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows how to access and use a variety of resources to help students cope with mental and emotional health needs (e.g., referrals to appropriate health care professionals, conflict resolution, decision making) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - recognizes environmental, community, and consumer health issues affecting personal health (e.g., pollution, health care) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| knows the harmful effects of alcohol, tobacco, and other drugs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| knows the importance of maintaining a healthy and nutritious diet |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| knows the impact of health on learning and development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Physical Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows fundamental physical education concepts and skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - understands motor development and motor learning, including typical and atypical developmental progression and activities that promote development (e.g., skill themes, movement concepts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the components of health-related fitness (e.g., muscular strength and endurance, cardiovascular fitness, flexibility, body composition) and skill-related fitness (agility, balance, power, speed) and how to achieve and maintain physical fitness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the ways in which physical activity provides lifelong opportunities for learning, enjoyment, challenge, self-expression, and social interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the impact that physical activity and fitness have on learning and development across content areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Creative and Performing Arts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrates understanding of central concepts, skills, and tools of inquiry in creative and performing arts; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content areas of creative and performing arts; demonstrates an understanding of ways in which the arts are integrated across the content areas; demonstrates understanding of ways to make real-life connections to creative and performing arts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Purposes and Functions of the Arts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows why works of art are created and the processes for responding to works of art |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the purposes of visual and performing arts creation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the materials and processes used to respond to works of art |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the interrelationships within the visual and performing art disciplines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the connections between the visual and performing arts across disciplines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Structure and Processes Within the Arts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows basic terminology, elements, principles, materials, and processes utilized in visual art, music, dance, and theater |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the terminology, components, and elements of arts creation (e.g., color, line, shape, texture, harmony, melody, pitch, tempo) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the organizing principles of arts creation (e.g., rhythm, contrast, balance, unity, scale, movement, pattern) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the materials and processes used to create and perform works of art |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the ways in which visual and performing arts activities create opportunities for appreciation, enjoyment, learning, self-expression, and social interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - knows the ways in which artistic practice informs, enriches, and complements teaching and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |