



**Millard Public  
Schools**

**BOARD OF EDUCATION  
MEETING**

**April 14, 2025**

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
APRIL 14, 2025  
6:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET

## AGENDA

### A. **Call to Order**

**The Public Meeting Act is posted on the wall and available for public inspection.**

### B. **Pledge of Allegiance**

### C. **Roll Call**

### D. **Employee of the Month** - Kylie Wees, Second Grade Teacher at Norris Elementary, and Liz Ecklund, Resource SPED Para at Rohwer Elementary.

### E. **Public Comments on agenda items** – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

### F. **Routine Matters**

1. \*Approval of Board of Education Minutes – March 17, 2025
2. \*Approval of Bills and receive the Treasurer's Report and Place on File

### G. **Information Items**

1. Superintendent's Comments
2. Board Comments/Announcements
3. Reports from Student Representatives

### H. **Unfinished Business** - None

### I. **New Business**

1. Reaffirm Policy 4005: Human Resources - Staffing
2. Reaffirm Rule 4005.1: Human Resources - Staffing - Class Size
3. Deletion of Rule 4005.2: Human Resources - New Buildings
4. First Reading of Policy 6800: Curriculum, Instruction, and Assessment- Parental Access
5. Approval of PK-12 English Language Arts Framework - Part I
6. Approval of the PK-12 Science Framework- Part I
7. Approval of the 6-12 Family and Consumer Sciences Instructional Materials and the 6-12 Family and Consumer Sciences Framework- Part II
8. Approval of the K-12 Physical Education Instructional Materials and the K-12 Physical Education Framework- Part II
9. Approval of agreement between Millard Public Schools and Millard Public Schools Foundation
10. Award of Architect Contracts for 2025 Bond Projects
11. Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence Agenda, Contract Addendum, Contract Cancellation

## 12. Executive Session - Negotiations

### J. Reports

1. Secondary Class Size Report
2. Legislative Report

### K. Future Agenda Items/ Board Calendar

1. Monday, April 21, 2025 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
2. Wednesday, April 30, 2024 - Employee Recognition Dinner - Social at 5:30 p.m. and Dinner at 6:00 p.m. at UNO Scott's Center \*Please arrive by 5:15 p.m. to greet guests as they arrive.
3. Monday, May 5, 2025 - Board of Education Meeting - 6:00 p.m. at DSAC
4. Wednesday, May 7, 2025 - Foundation Scholarship Event - 7:00 p.m. at Foundation Office
5. Monday, May 19, 2025 - Board of Education Meeting - 6:00 p.m. at DSAC
6. Saturday, May 24, 2025 - High School Graduation at Baxter Arena  
**MSHS at 9:00 a.m. / MWHS at 1:00 p.m. / MNHS at 5:00 p.m.**

- L. **Public Comments** - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

### M. Adjournment

All items indicated by an asterisk (\*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
APRIL 14, 2025  
6:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET

ADMINISTRATIVE MEMORANDUM

A. Call to Order

**The Public Meeting Act is posted on the wall and available for public inspection.**

B. Pledge of Allegiance

C. Roll Call

D. Employee of the Month - Kylie Wees, Second Grade Teacher at Norris Elementary, and Liz Ecklund, Resource SPED Para at Rohwer Elementary.

E. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only.  
Please make sure a request form is given to the Board President before the meeting begins.

F.1\* Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to approve the Board of Education Minutes from March 17, 2025.

F.2\* Approval of Bills and receive the Treasurer's Report and Place on File.

G.1 Superintendent's Comments

G.2 Board Comments/Announcements

G.3 Reports from Student Representatives

H.1 Unfinished Business - None

I.1 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to reaffirm Policy 4005: Human Resources - Staffing.

I.2 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to reaffirm Rule 4005.1: Human Resources - Staffing - Class Size.

I.3 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to delete Rule 4005.2: Human Resources - New Buildings.

I.4 First Reading of Policy 6800: Curriculum, Instruction, and Assessment- Parental Access.

I.5 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to approve the PK-12 English Language Arts Framework - Part I.

- I.6 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to approve the PK-12 Science Framework - Part I.
- I.7 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to approve the 6-12 Family and Consumer Sciences Instructional Materials Proposal and the 6-12 Family and Consumer Sciences Framework- Part II.
- I.8 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to approve the K-12 Physical Education Instructional Materials and the K-12 Physical Education Framework- Part II.
- I.9 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to approve the agreement between Millard Public Schools and Millard Public Schools Foundation and authorize the Executive Director of Activities, Athletics and External Engagement to execute all documents related to such agreement.
- I.10 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ that the District's Architect Contracts for professional services related to the 2025 bond projects be awarded as set forth in the following chart and that the Chief Financial Officer be authorized to negotiate and execute contracts with architects related to said projects.
- I.11 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to approve Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence Agenda, Contract Addendum, Contract Cancellation.
- I.12 Motion by \_\_\_\_\_, ▾ seconded by \_\_\_\_\_, ▾ to go into Executive Session at \_\_\_\_p.m. for the purpose of Negotiations for the protection of the public's interest.

J. Reports

1. Secondary Class Size Report
2. Legislative Report

K. Future Agenda Items/ Board Calendar

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- L. Public Comments - This is the proper time for public questions and comments on any topic.  
Please make sure a request form is given to the Board President before the meeting begins.

M. Adjournment

All items indicated by an asterisk (\*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the county of Douglas in the state of Nebraska was convened in open and public session at 6:00 p.m., Monday, March 17, 2025, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, March 14, 2025 a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgement of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President Linda Poole shared that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mrs. Amanda McGill Johnson, Mrs.. Schoenberger, Mrs.. Poole, and Mr. Curtis were present.

Motion by Lisa Schoenberger, ▾ seconded by Amanda McGill Johnson, ▾ to excuse Mr. Kennedy and Mrs.. Jolley from tonight's meeting. Voting in favor of said motion was: Amanda McGill Johnson, ▾

The Student Showcase highlighted the following:

- Millard North Middle School robotics.
- Russell Middle School girls basketball and wrestling.
- Beadle Middle School wrestling.
- Millard North High School wrestling.
- Millard South High School wrestling and swimming.
- Millard West High School bowling and girls wrestling.
- Unified Champions schools.

Mrs. Poole announced this is the proper time for public questions and comments on agenda items only. There were no requests to speak on agenda items.

Motion by Lisa Schoenberger, ▾ seconded by Justin Curtis ▾, to approve the Board of Education minutes for March 3, 2025, and approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. McGill Johnson, Mrs. Schoenberger, Mrs. Poole, and Mr. Curtis. Voting against were: None. Motion carried.

Treasure Amanda McGill Johnson provided a summary of the March, 2025 Committee of the Whole Meeting.

**Superintendent's Comments:**

Dr. Schwartz said that winter sports season wrapped up this past weekend. As is typical in Nebraska we have winter weather forecasted this week as spring sports begin.

Dr. Schwartz shared that we had great professional learning today. Dr. Schwartz said these days continue to be very valuable for our teachers.

Dr. Schwartz shared that we will begin with our final round of Superintendent Advisory meetings with Business and Community Partnerships this week and Parent advisory the following week. Dr. Schwartz will also meet with the student advisory group two more times this school year.

Dr. Schwartz reminded the board that on Thursday March 20, we will be holding our annual Future Chefs competition at Millard West High School from 5 p.m. to 7 p.m.

Mrs. Poole asked the Boy Scout in the audience to stand and introduce himself.

## Board Comments:

Mrs. McGill Johnson: None

Mrs. Schoenberger: None

Mr. Curtis:

Mr. Curtis shared that he has heard a lot of positive feedback regarding the change to a ten point grading scale. Mr. Curtis said that we want to value and foster an environment of learning for our students. He thanked those involved for the hard work.

Mrs. Poole:

Mrs. Poole shared that she enjoyed attending several school visits last week.

Mrs. Poole plans to attend the Future Chefs event on Thursday.

No Unfinished Business.

Motion by **Lisa Schoenberger**, seconded by **Justin Curtis** to reaffirm Policy 4002: Human Resources - Service Animals, Rule 4002.1: Human Resources - Service Animals, Policy 4140: Human Resources - Responsibilities and Duties, Policy 4140.1: Human Resources - Responsibilities and Duties - Certificated, Policy 4140.2: Human Resources - Responsibilities and Duties - Non-Certified, Policy 4215: Human Resources - Summer School and Adult Education Teachers, Policy 4155: Human Resources - Code of Ethics, Rule 4155.1: Human Resources - Code of Ethics, Policy 5460: Student Services - Student Driving and Parking, Policy 5730: Student Services - Parents' Access to School Records and School Contact, and Policy 10,000: Site-Based Planning and Management - Shared Decision Making. Voting in favor of said motion was: Mrs. McGill Johnson, Mrs. Schoenberger, Mrs. Poole, and Mr. Curtis. Voting against were: None. Motion carried.

Motion by **Linda Poole**, seconded by **Lisa Schoenberger** to approve Rule 5730.1: Student Services - Non-Custodial Parents' Access to Student Records and School Contact. Voting in favor of said motion was: Mr. Curtis, Mrs. McGill Johnson, Mrs. Schoenberger, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by **Amanda McGill Johnson**, seconded by **Lisa Schoenberger** to approve Rule 10,000.1: Site-Based Planning and Management - Site Based Planning and Shared Decision Making. Voting in favor of said motion was: Mrs. Poole, Mr. Curtis, Mrs. McGill Johnson, and Mrs. Schoenberger. Voting against were: None. Motion carried.

Motion by **Amanda McGill Johnson**, seconded by **Lisa Schoenberger** to approve the Resolution for 2025-2026 Staff Training. Voting in favor of said motion was: Mrs. McGill Johnson, Mrs. Schoenberger, Mrs. Poole, and Mr. Curtis. Voting against were: None. Motion carried.

Motion by **Amanda McGill Johnson**, seconded by **Lisa Schoenberger** that the District recognize the Millard Education Association as the collective bargaining agent for teachers and nurses in the District for the 2026-27 contract and authorize the Superintendent to appoint the District's negotiation team. Voting in favor of said motion was: Mr. Curtis, Mrs. McGill Johnson, Mrs. Schoenberger, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by **Amanda McGill Johnson**, seconded by **Lisa Schoenberger** that the District recognize the Millard Education Association as the collective bargaining agent for paraprofessionals in the District for the 2026-27 contract and authorize the Superintendent to appoint the District's negotiation team. Voting in favor of said motion was: Mrs. Schoenberger, Mrs. Poole, Mr. Curtis, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by **Amanda McGill Johnson**, seconded by **Lisa Schoenberger** to approve Personnel Actions: Recommendation to Hire: Sara L. Pospisil, Jillian E. Anglemeyer, Danelle A. Brown, Rebecca J. Casas, Allyson L. Rider, Elizabeth M. Hutchinson, Haley L. Bedlan, Paige N. Holbrook, Laura J. VanderWoude, Emma R. Morrison, Madison R.

Stock, Molly K. Conner, Resignation Agenda: Leigha M. McDonald, Candy S. Woodward, Emily A. Richling, Darby A. Drake, Kayla M. Sonleitner, Morgan M. Stirtz, Nicholas B. Hoff, Danielle N. Elsasser, Bethany M. Ashby, Megan J. Hanson, Rebecca R. Bauman, Megan J. Christensen, Joshua M. Gibbs, Jordan K. Knust, Maria Scarpello Yearian, Sara L. Bonn, Michelle E. Smith, Joseph R. Vawser, Mary C. Kephart, Meghan J. Ranslem, Olivia M. Vollmer, Marie N. Severin, Madison N. Pressler, Valle J. Thompson, Ryan L. Placek; Leave of Absence Agenda: Jacqueline D. Lockett, Timothy D. Royers; Contract Addendum: Lisa R. Kallman. Voting in favor of said motion was: Mrs. Poole, Mr. Curtis, Mrs. McGill Johnson, and Mrs. Schoenberger. Voting against were: None. Motion carried.

## **Reports:**

### **Post Graduate Enrollment (Class of 2023), Degree Completion (Class of 2018), and College Preparatory (Class of 2021) Reports**

Director of Secondary Education Dr. Tony Weers provided the board with the Post Graduate Enrollment, Degree Completion, and College Preparatory Report. Dr. Weers said a few highlights from the report were that Millard graduates continue to enroll in two and four programs at rates higher than state and national averages. The completion rates of these programs continue to exceed state completion rates and are similar to national averages.

Dr. Weers said that this is the fifth year this survey has been conducted by the UNL Bureau of Sociological Research (BOSR) in which members of the Millard graduating class of 2021 were contacted. The survey helps to measure how prepared our students felt, so we can make adjustments to improve our educational program. The baseline information collected in the survey include:

- 85% of graduates attending a 4 year university reported taking four years of high school mathematics.
- 77% of these students reported taking at least one AP course.
- Majority of students reported feeling prepared for college.

Associate Superintendent of Educational Services Dr. Heather Phipps shared that even though only 171 students completed the survey she is proud of the data. In years past her team were asked questions regarding the “why” students didn’t enroll in post high school education or did not complete the programs. She shared that for those 171 who responded we have a glimpse into why they did or did not complete. Dr. Phipps shared this information helps to validate the work we are doing with the changes to the math curriculum offerings.

## **Legislative Report**

Director of Strategic Projects & External Affairs Dr. Todd Tripple provided the board with a legislative update. Dr. Tripple said today was day 45 of the 90 day session. Dr. Tripple said that committee hearings are currently taking place. There are two weeks of hearings remaining, at which point full-day debates will begin.

Dr. Tripple shared that both individual and committee priority bills were due this past week. The Speaker also identified 25 more priority bills. The following bills of interest were prioritized.

- LB30 - Senator Hughes’s School Finance.
  - We have yet to see floor debate on this and do not have any more details since this bill’s hearing
- LB306 - Education Committee priority bill which is believed to be their vehicle for a package bill.
  - What’s included in that package remains to be seen.
- LB653 - Option Enrollment (Senator Murman)
  - Highly engaged in discussions regarding this bill and continue to provide details to senators.
  - We continue to provide more context on special education option enrollment.
  - We want to accept as many students as possible, but are limited due to capacity barriers.
  - We have shared our ideas for solutions to these issues.
- LB645 with AM248 - Change provisions relating to the School Retirement Fund
  - Would create stepped-down contribution levels from the state to the school retirement plan, depending on its actuarial funding level.
  - Most recent actuarial study was incomplete.



Mrs. Poole reminded the Board of future agenda items and said this is the proper time for public questions and comments.

There was no request to speak on non-agenda items.

**Future Agenda Items/ Board Calendar:**

1. Monday, April 7 - Friday, April 11, 2025 - No School - Spring Break
2. Friday, April 11, 2025 - District Holiday
3. Monday, April 14, 2025 - Board of Education Meeting - 6:00 p.m. at DSAC
4. Monday, April 21, 2025 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
5. Wednesday, April 30, 2024 - Employee Recognition Dinner - Social at 5:30 p.m. and Dinner at 6:00 p.m. at UNO Scott's Center \*Please arrive by 5:15 p.m. to greet guests as they arrive.
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9. Saturday, May 24, 2025 - High School Graduation at Baxter Arena
10. MSHS at 9:00 a.m. / MWHS at 1:00 p.m. / MNHS at 5:00 p.m.

Meeting was adjourned at 7:17 p.m..

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Secretary, Lisa Schoenberger

# **Millard Public Schools**

**April 14, 2025**

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520376	03/13/2025	143971	AMERICAN NATIONAL BANK MASTERCARD	\$267.48
	520379	03/13/2025	064800	METRO UTILITIES DISTRICT OF OMAHA	\$23,248.80
	520380	03/13/2025	142160	NEBRASKA SPEECH & DEBATE ASSN	\$90.00
	520381	03/13/2025	068467	NEBRASKA NOTARY ASSOCIATION	\$163.32
	520382	03/13/2025	144168	QDOBA RESTAURANT CORPORATION	\$287.00
	520385	03/13/2025	141962	SCOREVISION LLC	\$5,700.00
	520386	03/13/2025	101476	SODEXO INC & AFFILIATES	\$536.06
	520387	03/13/2025	109843	T-MOBILE USA INC	\$3,030.39
	520388	03/13/2025	142309	UNANIMOUS INC	\$130.00
	520389	03/13/2025	139797	US BANK NATIONAL ASSOCIATION	\$1,150.00
	520390	03/13/2025	143347	VERIZON COMMUNICATIONS INC	\$1,445.25
	520392	03/13/2025	144891	MAYA WEILER	\$70.00
	520402	03/27/2025	137528	BREANN C AVERY	\$453.15
	520403	03/27/2025	108436	COX COMMUNICATIONS INC	\$16,031.93
	520404	03/27/2025	108436	COX COMMUNICATIONS INC	\$33.82
	520405	03/27/2025	108436	COX COMMUNICATIONS INC	\$5,912.95
	520406	03/27/2025	143459	GREAT PLAINS COMMUNICATIONS HOLDING	\$1,396.24
	520408	03/27/2025	064800	METRO UTILITIES DISTRICT OF OMAHA	\$75,294.26
	520409	03/27/2025	073040	PITNEY BOWES PRESORT SERVICES INC	\$10,000.00
	520410	03/27/2025	109843	T-MOBILE USA INC	\$3,011.35
	520411	03/27/2025	143347	VERIZON COMMUNICATIONS INC	\$27.80
	520415	04/07/2025	143790	360 COMMUNITY SERVICES	\$17,986.86
	520417	04/07/2025	139994	AMANDA L ABBEY	\$31.22
	520418	04/07/2025	109853	ACCESS ELEVATOR INC.	\$4,040.00
	520419	04/07/2025	010112	AE SUPPLY LLC	\$3,617.00
	520420	04/07/2025	144329	AIM HIGH TEST PREP CO	\$3,496.00
	520421	04/07/2025	010808	AIR-SIDE COMPONENTS, INC.	\$1,926.00
	520423	04/07/2025	143318	HARTIN INVESTMENTS LLC	\$926.78

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520424	04/07/2025	144706	GABRIELA AMADO	\$149.52
	520425	04/07/2025	144628	MAXIM HEALTHCARE SERVICES HOLDINGS	\$7,498.50
	520428	04/07/2025	143506	ANZALONE CRUSHR LLC	\$2,295.00
	520429	04/07/2025	012989	APPLE COMPUTER INC	\$7,232.25
	520430	04/07/2025	137528	BREANN C AVERY	\$33.53
	520431	04/07/2025	013890	AWARDS UNLIMITED INC.	\$76.33
	520434	04/07/2025	137482	KRISTINA A BAMESBERGER	\$71.68
	520435	04/07/2025	143990	KAITLYN FR BARRETT	\$32.20
	520436	04/07/2025	144553	ANGELICA CHAVEZ BARRIGA	\$98.42
	520437	04/07/2025	017923	BARTON SOLVENTS INC	\$50.00
	520438	04/07/2025	144839	CONTROL INSTALLATIONS OF IOWA INC	\$299.50
	520439	04/07/2025	138305	MEAGAN L BASYE	\$101.92
	520440	04/07/2025	143824	EMMA M BAUMANN	\$25.20
	520441	04/07/2025	133480	BERINGER CIACCIO DENNELL MABREY	\$1,000.00
	520442	04/07/2025	141521	ERIKA J BECKLEY	\$57.12
	520443	04/07/2025	137963	REBECCA J BEGLEY	\$19.25
	520444	04/07/2025	139889	DARLA G BELL	\$151.34
	520445	04/07/2025	144465	BENES SERVICE CO	\$244.78
	520446	04/07/2025	144983	MICHAEL SCOTT BENOIT	\$550.00
	520447	04/07/2025	144510	JACOB M BERGMEIER	\$60.62
	520448	04/07/2025	134884	JULIE K BERGSTROM	\$201.70
	520449	04/07/2025	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$5,000.00
	520450	04/07/2025	131401	TYLER J BERZINA	\$56.54
	520451	04/07/2025	142454	LAURA C BESHALER	\$223.30
	520452	04/07/2025	144513	BRENDA R BIERBOWER	\$126.84
	520454	04/07/2025	144496	LUCAS BINGHAM	\$113.63
	520455	04/07/2025	140887	RODNEY JOHNSON	\$435.00
	520456	04/07/2025	143275	BRIDGET K BLIEFERNICH	\$19.80

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520457	04/07/2025	134478	TIFFANY M BOCK SMITH	\$144.28
	520458	04/07/2025	139996	BOYS TOWN	\$55,500.00
	520459	04/07/2025	139947	YESENIA BRAVO	\$179.13
	520461	04/07/2025	139890	DOUGLAS J BREITER	\$83.93
	520462	04/07/2025	143810	SAMUEL BROESCH	\$38.71
	520463	04/07/2025	141959	EMILI L BROSNAN	\$206.87
	520465	04/07/2025	141510	CHRISTINE L BUKOWSKI	\$79.38
	520466	04/07/2025	142860	ANN C BURMEISTER	\$55.24
	520467	04/07/2025	137179	JONATHAN C BUSCHER	\$74.94
	520468	04/07/2025	143556	TRENOR J CAMPBELL	\$22.12
	520479	04/07/2025	143369	CAPITAL SANITARY SUPPLY CO INC	\$66,537.07
	520481	04/07/2025	131158	CURTIS R CASE	\$78.40
	520482	04/07/2025	143831	KELLI M CASTILLO	\$101.26
	520483	04/07/2025	133970	CCS PRESENTATION SYSTEMS	\$1,041.48
	520484	04/07/2025	133589	CDW GOVERNMENT, INC.	\$249.60
	520485	04/07/2025	144769	CENTER FOR COLLABORATIVE CLASSROOM	\$28,395.00
	520486	04/07/2025	106198	OMAHA PUBLIC SCHOOL DISTRICT	\$150.00
	520487	04/07/2025	065420	CENTRAL MIDDLE SCHOOL	\$2,300.00
	520488	04/07/2025	144792	CERRIS SYSTEMS NORTH CENTRAL	\$16,178.35
	520489	04/07/2025	135648	SUSAN M CHADWICK	\$147.00
	520490	04/07/2025	140609	KELSEY L CHASTAIN	\$153.30
	520492	04/07/2025	106836	KEVIN J CHICK	\$388.20
	520493	04/07/2025	106851	CHILDREN'S HOME HEALTHCARE	\$27,673.75
	520494	04/07/2025	139924	CHOICE SOLUTIONS LLC	\$357,995.68
	520495	04/07/2025	142488	NICOLE CHRISTY	\$220.00
	520496	04/07/2025	025197	CITY OF OMAHA	\$209,919.65
	520497	04/07/2025	144725	CLASS INTERCOM LLC	\$291.66
	520498	04/07/2025	137013	NANCY S COLE	\$89.81

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520499	04/07/2025	143686	DEBRA F COMPTON	\$93.80
	520500	04/07/2025	026057	CONTROL MASTERS INC	\$4,195.71
	520501	04/07/2025	136518	JANET L COOK	\$116.97
	520502	04/07/2025	134861	TARA R COOPER	\$365.00
	520503	04/07/2025	144730	JENNIFER M CORDES	\$71.54
	520504	04/07/2025	143248	RANA R COREY	\$41.86
	520505	04/07/2025	135992	DAVID J CORK	\$71.40
	520508	04/07/2025	106893	WICHITA WATER CONDITIONING INC	\$103.25
	520509	04/07/2025	027300	CUMMINS CENTRAL POWER LLC	\$1,021.88
	520511	04/07/2025	132671	JEAN T DAIGLE	\$166.18
	520512	04/07/2025	131003	DAILY RECORD	\$94.66
	520513	04/07/2025	134816	DATA DOCUMENTS LLC	\$4,461.75
	520515	04/07/2025	143263	LINDA K DEEGAN	\$37.80
	520516	04/07/2025	106713	ANDREW S DEFREECE	\$87.36
	520517	04/07/2025	135865	SABRINA DENNEY BULL	\$23.80
	520518	04/07/2025	032872	DENNIS SUPPLY COMPANY	\$297.42
	520519	04/07/2025	137331	BASTIAN DERICHs	\$62.86
	520520	04/07/2025	132532	DAYNA C DERICHs	\$141.16
	520521	04/07/2025	144529	DEVELOPMENTAL DISABILITY CENTER NE	\$25,357.48
	520522	04/07/2025	143650	DH PACE COMPANY INC	\$464.60
	520523	04/07/2025	132669	DIGITAL DOT SYSTEMS INC	\$2,085.00
	520524	04/07/2025	133268	DOCUMENT FINISHING RESOURCES INC	\$1,395.00
	520525	04/07/2025	139349	TERRIN D DORATHY	\$17.92
	520526	04/07/2025	033901	DOUGLAS COUNTY TREASURER	\$11,916.33
	520527	04/07/2025	135689	SUSAN M DULANY	\$125.53
	520528	04/07/2025	137117	JEANNE J DYMOND	\$149.99
	520529	04/07/2025	141459	J & L SERVICES INC	\$121.22
	520531	04/07/2025	138426	KELLY D EALY	\$119.91

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520532	04/07/2025	052370	ECHO ELECTRIC SUPPLY CO	\$4,355.02
	520534	04/07/2025	130245	MICHAEL S EDMUNDSON	\$20.00
	520535	04/07/2025	037525	EDUCATIONAL SERVICE UNIT #3	\$167,641.91
	520536	04/07/2025	144457	JOAN M EDWARDS LLC	\$1,704.69
	520537	04/07/2025	133823	REBECCA S EHRHORN	\$260.54
	520538	04/07/2025	108082	ELECTRONIC CONTRACTING COMPANY	\$612.50
	520539	04/07/2025	038140	ELECTRONIC SOUND INC.	\$496.60
	520541	04/07/2025	141577	ELITE PROFESSIONALS HOME CARE LLC	\$9,828.00
	520542	04/07/2025	135360	PAMELA A ERIXON	\$135.87
	520543	04/07/2025	109066	TED H ESSER	\$167.65
	520544	04/07/2025	143301	EVANS CUSTOM APPAREL INC	\$468.00
	520546	04/07/2025	144733	LAUREN F FAIRWEATHER	\$44.24
	520547	04/07/2025	144945	SAMANTHA A FAUST	\$25.62
	520548	04/07/2025	144732	ANDREA J FEES	\$56.70
	520549	04/07/2025	138528	META E FELT	\$22.05
	520550	04/07/2025	137016	ANGELA L FERGUSON	\$334.38
	520551	04/07/2025	144320	RENAE J FICHNA	\$476.40
	520553	04/07/2025	132001	BETH L FINK	\$365.00
	520554	04/07/2025	130731	FIRST WIRELESS INC	\$596.35
	520555	04/07/2025	142378	FIS CAPITAL MARKETS US LLC	\$400.00
	520556	04/07/2025	141511	JENNIFER M FITZKE	\$24.64
	520557	04/07/2025	131555	FLOORS INC	\$640.00
	520558	04/07/2025	102708	FLORIDA LEAGUE OF IB SCHOOLS	\$4,500.00
	520559	04/07/2025	056820	FIRST INSURANCE GROUP LLC	\$20,687.00
	520561	04/07/2025	143691	FOLLETT CONTENT SOLUTIONS LLC	\$12,802.91
	520562	04/07/2025	144975	TALIA FRANK	\$511.00
	520564	04/07/2025	141418	JOSHUA M GIBBS	\$64.32
	520565	04/07/2025	139894	TRICIA L GILLET	\$43.96

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520568	04/07/2025	106660	GLASSMASTERS INC	\$2,478.00
	520569	04/07/2025	144977	LORI A GOEHRING	\$42.78
	520570	04/07/2025	143662	BREANNA GRANDSTAFF	\$70.00
	520572	04/07/2025	136046	JODI T GROSSE	\$126.79
	520573	04/07/2025	139027	ANTHONY W GUTIERREZ	\$80.00
	520574	04/07/2025	144533	CHRISTIAN HALL	\$104.00
	520575	04/07/2025	144581	JEFFREY HARKLEROAD	\$300.00
	520576	04/07/2025	048475	HEARTLAND FOUNDATION	\$13,980.00
	520577	04/07/2025	109808	CHERYL L HEIMES	\$200.20
	520578	04/07/2025	102842	HELGET GAS PRODUCTS INC	\$4.65
	520579	04/07/2025	141611	MALLORY HENNINGER	\$300.00
	520580	04/07/2025	141513	MELISSA M HENNINGS	\$182.48
	520581	04/07/2025	140246	THERESA I HOAG	\$11.54
	520582	04/07/2025	144343	MICHELLE C HOLMBERG	\$116.48
	520583	04/07/2025	132590	HUB INTERNATIONAL GREAT PLAINS LLC	\$6,000.00
	520585	04/07/2025	142259	PAMELA K HUSS	\$109.27
	520586	04/07/2025	130283	KARA L HUTTON	\$41.23
	520589	04/07/2025	133397	HY-VEE INC	\$1,303.96
	520590	04/07/2025	132878	HY-VEE INC	\$401.41
	520591	04/07/2025	049851	HY-VEE INC	\$1,074.00
	520592	04/07/2025	049850	HY-VEE INC	\$53.94
	520593	04/07/2025	143162	I3-MPN LLC	\$2,500.00
	520594	04/07/2025	141293	INNOVATIVE LEARNING SOLUTIONS INC	\$500.00
	520595	04/07/2025	051843	INTEGRITY ARCHITECTURAL MILLWORK	\$665.00
	520596	04/07/2025	140729	J F AHERN CO	\$3,203.00
	520608	04/07/2025	143609	JACKSON SERVICES INC	\$11,076.96
	520609	04/07/2025	144984	BRADY JAMAIL	\$300.00
	520610	04/07/2025	131157	CHRISTINE A JANOVEC-POEHLMAN	\$89.18



## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520611	04/07/2025	135735	GEORGE W JELKIN	\$41.02
	520612	04/07/2025	133037	JENSEN TIRE & AUTO #15	\$4,827.59
	520613	04/07/2025	132340	JENNIFER M JEROME	\$225.00
	520614	04/07/2025	054448	STEVEN K JOEKEL	\$104.00
	520615	04/07/2025	130994	JOHNSON CONTROLS INC	\$3,941.75
	520617	04/07/2025	135373	LINDA K JOHNSON	\$32.34
	520618	04/07/2025	108171	CANDY R JONES	\$227.57
	520619	04/07/2025	142898	JUST FOR KIDS THERAPY INC	\$567.00
	520621	04/07/2025	137781	ANNE C KEITH	\$67.60
	520622	04/07/2025	056276	KELVIN LP	\$328.35
	520625	04/07/2025	139301	REBECCA D KLEEMAN WEYANT	\$69.23
	520626	04/07/2025	142499	SAUL T KNOBLAUCH	\$347.28
	520628	04/07/2025	131826	ALICIA C KOTLARZ	\$20.10
	520629	04/07/2025	144964	BETHANY J KOUBSKY	\$120.00
	520632	04/07/2025	141957	MELINDA S KRAUSE	\$31.36
	520633	04/07/2025	141745	LANG DIESEL INC	\$28.41
	520634	04/07/2025	137385	JOSEPH R KUEHL	\$175.02
	520636	04/07/2025	144111	K12 SIGN LANGUAGE SOLUTIONS LLC	\$5,226.00
	520639	04/07/2025	143986	KESHIA K LANGE	\$20.51
	520640	04/07/2025	135257	LANGUAGE LINE SERVICES INC	\$86.00
	520642	04/07/2025	058861	B & K MECHANICAL CONTRACTORS LLC	\$2,720.08
	520643	04/07/2025	013226	LATIMER ASSOCIATES INC	\$11,370.00
	520644	04/07/2025	071050	LEE BHM CORPORATION	\$552.99
	520646	04/07/2025	144982	AMBER D LEFEBER	\$12.60
	520647	04/07/2025	059240	LENNOX INDUSTRIES INC	\$188.60
	520648	04/07/2025	143305	MEGHAN E LENZI	\$158.00
	520649	04/07/2025	100058	LANCASTER COUNTY SCHOOL DISTRICT	\$772.50
	520650	04/07/2025	134281	LANCASTER COUNTY SCHOOL DISTRICT	\$24.00

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520651	04/07/2025	144924	LANCASTER COUNTY SCHOOL DISTRICT	\$255.00
	520652	04/07/2025	100006	LANCASTER COUNTY SCHOOL DISTRICT	\$905.00
	520653	04/07/2025	132518	LANCASTER COUNTY SCHOOL DISTRICT	\$80.00
	520654	04/07/2025	133643	JODY C LINDQUIST	\$63.49
	520656	04/07/2025	133027	TRACY L LOGAN	\$468.83
	520657	04/07/2025	144615	KIMBERLY A LORETTA	\$12.46
	520658	04/07/2025	144902	LOVING HOMES SERVICES LLC	\$5,387.00
	520660	04/07/2025	137207	LEE ANN M MAASS	\$32.20
	520661	04/07/2025	099321	MACKIN BOOK CO	\$199.29
	520662	04/07/2025	143953	JEREMY S MADSON	\$39.06
	520663	04/07/2025	140184	STEPHEN P MAINELLI	\$79.03
	520664	04/07/2025	138645	LAURA K MALCOM	\$20.79
	520665	04/07/2025	137281	DMG INC	\$894.85
	520666	04/07/2025	138473	KEITH W MALY	\$75.60
	520667	04/07/2025	100204	MARIAN HIGH SCHOOL	\$167.00
	520668	04/07/2025	143765	KAREN D MARTINDALE	\$90.02
	520669	04/07/2025	144969	MASTERY CODING INC	\$1,495.00
	520670	04/07/2025	138341	MAXIM HEALTHCARE SERVICES HOLDINGS	\$116,677.86
	520672	04/07/2025	139237	MICHAEL C MCCAULEY	\$17,782.00
	520673	04/07/2025	139283	MICHAEL J MCCAULEY	\$215.03
	520674	04/07/2025	137014	RYE L MCINTOSH	\$89.46
	520675	04/07/2025	140034	AMY B MCIVER	\$368.01
	520676	04/07/2025	135153	KRISTEN L MCKENNEY	\$87.85
	520677	04/07/2025	064260	MECHANICAL SALES INC.	\$17,179.00
	520678	04/07/2025	136104	MECHANICAL SYSTEMS INC	\$3,339.83
	520679	04/07/2025	134115	JULIE L MENKE	\$5.94
	520680	04/07/2025	133403	AMERICAN NATIONAL BANK	\$3,140.25
	520681	04/07/2025	139339	SPORTS FACILITY MAINTENANCE LLC	\$2,634.00

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520682	04/07/2025	144040	CATELYN N MEYSENBURG	\$205.31
	520684	04/07/2025	138621	MIDWEST IMPRESSIONS INC	\$1,275.00
	520685	04/07/2025	065438	MILLARD NORTH HIGH SCHOOL	\$2,990.00
	520686	04/07/2025	131328	MILLER ELECTRIC COMPANY	\$5,957.00
	520687	04/07/2025	140735	WMK LLC	\$346.50
	520688	04/07/2025	136388	MITCHELL S MOLLRING	\$1,385.99
	520689	04/07/2025	144933	MONTE DANIEL MONTELEAGRE	\$400.00
	520690	04/07/2025	140990	LAURA M MORRIS	\$257.32
	520691	04/07/2025	134532	MORRISSEY ENGINEERING INC	\$2,750.00
	520692	04/07/2025	143496	JERLENE J MOSLEY	\$3,000.00
	520693	04/07/2025	F03086	BRIGHTMINDS SYSTEMS INTERNATIONAL	\$1,900.00
	520694	04/07/2025	135592	JENNIFER J MYERS	\$27.65
	520696	04/07/2025	068020	NATIONAL SCIENCE TEACHERS ASSN	\$2,970.00
	520697	04/07/2025	144985	MICHELE NATTRASS	\$300.00
	520699	04/07/2025	102522	NEBRASKA CTR EDUCATION OF CHILDREN	\$150.00
	520700	04/07/2025	130548	NCS PEARSON INC	\$42,926.97
	520701	04/07/2025	136954	NEBRASKA CHILD SUPPORT PAYMENT CTR	\$50.00
	520702	04/07/2025	068415	NEBRASKA COUNCIL SCHOOL ADMIN	\$635.00
	520704	04/07/2025	068445	NEBRASKA FURNITURE MART INC	\$509.98
	520705	04/07/2025	100872	NEBRASKA LIBRARY COMMISSION	\$3,027.64
	520706	04/07/2025	068467	NEBRASKA NOTARY ASSOCIATION	\$218.64
	520707	04/07/2025	143102	NEBRASKA PRESS WOMEN	\$135.00
	520708	04/07/2025	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	\$100.00
	520709	04/07/2025	142414	NSG LOGISTICS LLC	\$13,789.66
	520710	04/07/2025	068684	DRX BIO LLC	\$123.25
	520711	04/07/2025	132625	NE SPEECH COMMUNICATION & THEATRE	\$390.00
	520712	04/07/2025	141558	JILL M NEELEY	\$90.86
	520714	04/07/2025	143852	NICHOLE R NIEBUR	\$647.26

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520715	04/07/2025	141138	AMANDA J NIEMIEC	\$41.23
	520716	04/07/2025	144311	ERIN L NIIYA	\$313.20
	520717	04/07/2025	138136	KIMBERLY S NISSEN	\$4.30
	520719	04/07/2025	107905	MELINDA C NOLLER	\$73.43
	520720	04/07/2025	143967	NOVEL EFFECT INC	\$1,199.76
	520721	04/07/2025	100013	ODP BUSINESS SOLUTIONS LLC	\$578.33
	520722	04/07/2025	132778	MELANIE L OLSON	\$13.30
	520723	04/07/2025	133850	ONE SOURCE	\$3,013.75
	520724	04/07/2025	142290	OVERDRIVE INC	\$2,000.00
	520725	04/07/2025	134428	ELIZABETH A PACHTA	\$143.64
	520728	04/07/2025	139358	AMANDA M PARKER	\$51.77
	520729	04/07/2025	137015	GEORGE M PARKER	\$25.13
	520730	04/07/2025	132006	ANDREA L PARSONS	\$47.11
	520731	04/07/2025	131646	TYLER J PEARSON	\$258.52
	520732	04/07/2025	107783	HEIDI T PENKE	\$569.43
	520733	04/07/2025	144966	ROBERT C PENNINGTON	\$1,790.84
	520735	04/07/2025	139245	NATALIE R PETERSON	\$36.92
	520736	04/07/2025	144740	LOGAN PETERSON	\$52.00
	520737	04/07/2025	133390	HEATHER C PHIPPS	\$132.15
	520738	04/07/2025	144475	CHAITRA PIRISINGULA	\$100.00
	520739	04/07/2025	144351	LAURA M PLAS	\$13.93
	520740	04/07/2025	144380	ANDREW T POLINKO	\$25.62
	520742	04/07/2025	131835	PRAIRIE MECHANICAL CORP	\$7,815.00
	520743	04/07/2025	101663	PRESTWICK HOUSE INC	\$86.64
	520744	04/07/2025	143687	PRIME HOME DDS INC	\$38,829.65
	520745	04/07/2025	134598	PRIME COMMUNICATIONS INC	\$8,559.86
	520746	04/07/2025	102199	PRIORITY FITNESS INC	\$1,035.00
	520747	04/07/2025	142167	PRISM HEALTH GROUP LLC	\$0.00

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520751	04/07/2025	144622	PROPIO LANGUAGE SERVICES LLC	\$658.70
	520753	04/07/2025	102241	PYRAMID SCHOOL PRODUCTS	\$5,406.68
	520754	04/07/2025	136035	MICHAEL T QUINT	\$191.80
	520756	04/07/2025	109810	BETHANY B RAY	\$126.42
	520757	04/07/2025	141160	CHRISTIANNA H REITMAJER	\$89.90
	520758	04/07/2025	109192	KIMBERLI R RICE	\$65.38
	520763	04/07/2025	136121	MELANIE E ROLL	\$300.00
	520765	04/07/2025	143241	MICHAEL J RUCKER	\$84.22
	520767	04/07/2025	081725	KIMBERLEY K SAUM-MILLS	\$95.54
	520768	04/07/2025	132192	JEAN A SAVAGE	\$22.03
	520769	04/07/2025	139520	BLAISE J SCHEEF	\$232.96
	520770	04/07/2025	137012	SHELLEY L SCHMITZ	\$46.20
	520771	04/07/2025	144745	JOSELYN M SCHNAKENBERG	\$25.76
	520772	04/07/2025	143510	SHERRY L SCHULZ	\$735.00
	520773	04/07/2025	137416	NICHOLE E SCHWAB	\$200.90
	520774	04/07/2025	134567	KAYE M SCHWEIGERT	\$258.16
	520775	04/07/2025	144492	JAMIE L SCOTT	\$77.54
	520776	04/07/2025	109815	JENNIFER L SCOTT	\$104.16
	520778	04/07/2025	144671	ASHLEY N SELLERS	\$53.55
	520779	04/07/2025	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$95,449.16
	520780	04/07/2025	083175	SHEPPARD'S BUSINESS INTERIORS	\$2,597.45
	520782	04/07/2025	144377	LINDSAY A SHIELDS	\$68.81
	520783	04/07/2025	142312	JULIE L SHIRK	\$78.61
	520785	04/07/2025	141376	SHWETA SINGH	\$52.00
	520786	04/07/2025	143266	NATHAN M SMITH	\$49.84
	520787	04/07/2025	137146	DONNA M SMITH	\$36.96
	520788	04/07/2025	140068	LANCE M SMITH	\$1,143.32
	520789	04/07/2025	140891	MARCIA L SMITH	\$44.00

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520790	04/07/2025	101476	SODEXO INC & AFFILIATES	\$125,642.08
	520791	04/07/2025	142226	MICHELLE R SOMERVILLE	\$30.87
	520794	04/07/2025	136249	SPECIFIED DESIGN CONSULTANTS INC	\$510.00
	520795	04/07/2025	140701	BENJAMIN PETER STEWART	\$480.00
	520796	04/07/2025	141244	TYREE STARKS	(\$50.00)
	520797	04/07/2025	144096	THE STEPPING STONES GROUP LLC	\$1,993.75
	520798	04/07/2025	142102	STERLING COMPUTERS CORPORATION	\$356.82
	520799	04/07/2025	140342	KENT A STETSON	\$68.60
	520800	04/07/2025	137093	JAMIE R STINSON	\$22.53
	520803	04/07/2025	139843	STUDENT TRANSPORTATION NEBRASKA INC	\$352,349.88
	520804	04/07/2025	144160	RISE & SHINE II LLC	\$96.40
	520806	04/07/2025	144834	LINDSAY M TAYLOR	\$86.24
	520808	04/07/2025	135355	HARVEY H KIMBLE	\$130.00
	520810	04/07/2025	144073	VICTOR THOMS	\$600.00
	520811	04/07/2025	135006	STEVE D THRONE	\$466.16
	520812	04/07/2025	133311	THUNDERBIRDS FORENSICS BOOSTER CLUB	\$93.00
	520813	04/07/2025	144544	TIFCO INDUSTRIES INC	\$3,526.42
	520815	04/07/2025	141524	SONIA E TIPP	\$219.80
	520816	04/07/2025	143974	TITAN NURSE STAFFING LLC	\$17,550.00
	520817	04/07/2025	136578	PEGGI S TOMLINSON	\$49.14
	520818	04/07/2025	141557	TODD E TRIPPLE	\$460.60
	520819	04/07/2025	107719	KIMBERLY P TRISLER	\$51.38
	520820	04/07/2025	106493	TRITZ PLUMBING, INC.	\$4,675.00
	520821	04/07/2025	142462	JEFFREY S UHER	\$21.76
	520822	04/07/2025	142309	UNANIMOUS INC	\$318.75
	520824	04/07/2025	090242	UNITED PARCEL SERVICE	\$174.71
	520825	04/07/2025	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$9,694.00
	520826	04/07/2025	100923	UNIVERSITY OF NEBRASKA LINCOLN	\$365.00

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520827	04/07/2025	068834	BOARD OF REGENTS UNIVERSITY OF NE	\$820.72
	520828	04/07/2025	140402	US OMNI & TSACG COMPLIANCE SVCS INC	\$745.00
	520829	04/07/2025	143105	RACHEL L VACEK	\$74.18
	520830	04/07/2025	144349	SOFIA VALADEZ	\$81.50
	520831	04/07/2025	143653	VALIDATE ME INC	\$225.00
	520832	04/07/2025	138046	AUTO LUBE INC	\$207.12
	520833	04/07/2025	140314	VARI SALES CORPORATION	\$319.20
	520834	04/07/2025	143432	SCENARIO LEARNING LLC	\$22,870.66
	520835	04/07/2025	144712	MICHELLE R VEJVODA	\$32.48
	520836	04/07/2025	142779	VERITAS COMMUNITY SERVICES INC	\$8,143.38
	520837	04/07/2025	135863	RUDOLPH A VLCEK III	\$180.00
	520839	04/07/2025	131112	LINDA M WALTERS	\$38.78
	520842	04/07/2025	141464	ANTHONY J WEERS	\$150.99
	520843	04/07/2025	093989	DIANA L WEIS	\$15.83
	520844	04/07/2025	140929	ERIC C WELTE	\$218.26
	520845	04/07/2025	144986	LINDSEY A WERNER	\$46.00
	520846	04/07/2025	144959	BLAKE WESTERBY	\$50.00
	520847	04/07/2025	094650	WESTSIDE COMMUNITY SCHOOLS	\$2,790.00
	520848	04/07/2025	099997	WESTSIDE COMMUNITY SCHOOLS	\$40.00
	520849	04/07/2025	139244	AMANDA L WHARTON-HUNT	\$115.82
	520850	04/07/2025	137485	WENDY A WIGHT	\$200.48
	520851	04/07/2025	137327	GINA R WIITANEN	\$86.80
	520852	04/07/2025	137180	LAURA P WIRTH	\$5,265.00
	520853	04/07/2025	136943	MICHAELA M WRAGGE	\$995.93
	520854	04/07/2025	137966	NATHAN G WRAGGE	\$47.32
	520855	04/07/2025	143991	GREGORY J WUNDERLICH	\$64.26
	520856	04/07/2025	140186	BRITTANY L WUNDERLICH	\$123.23
	520857	04/07/2025	096200	YOUNG & WHITE	\$14,677.85

## Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	520858	04/07/2025	142269	WHC NE LLC	\$45,090.43
	520859	04/07/2025	136855	PAUL R ZOHLN	\$18.90
	520871	04/03/2025	143971	AMERICAN NATIONAL BANK MASTERCARD	\$391.66
	520874	04/03/2025	064800	METRO UTILITIES DISTRICT OF OMAHA	\$86,561.28
	520875	04/03/2025	070800	OMAHA PUBLIC POWER DISTRICT	\$320,158.68
	520876	04/03/2025	142167	PRISM HEALTH GROUP LLC	\$7,456.50
	520877	04/03/2025	144543	MERITAIN HEALTH INC	\$90,802.20
	520879	04/03/2025	139797	US BANK NATIONAL ASSOCIATION	\$167.00
	520880	04/03/2025	139738	WASTE MANAGEMENT OF ILLINOIS INC	\$20,503.04
<b>01 - Total</b>					<b>\$2,916,121.75</b>
02	27506	03/13/2025	143976	PRAISE Y AGBALETI	\$119.63
	27507	03/13/2025	144717	ELISE J AMBROSE	\$97.88
	27508	03/13/2025	144718	CONNOR S BALLUE	\$14.50
	27509	03/13/2025	144719	JONATHAN A GONZALEZ-MENDEZ	\$18.13
	27510	03/13/2025	100082	MCCORMACK DISTRIBUTING CO INC	\$295.86
	27511	03/13/2025	143969	RACHEL A MONTOYA	\$8.26
	27512	03/13/2025	144720	CARA ROBISON	\$87.00
	27513	03/13/2025	144723	VOLLEN V SCHLUETER	\$18.13
	27514	04/07/2025	143976	PRAISE Y AGBALETI	\$87.00
	27515	04/07/2025	144717	ELISE J AMBROSE	\$76.13
	27516	04/07/2025	144718	CONNOR S BALLUE	\$10.88
	27517	04/07/2025	144719	JONATHAN A GONZALEZ-MENDEZ	\$10.88
	27518	04/07/2025	144749	KATRINA A GREENFIELD	\$10.85
	27519	04/07/2025	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$585.80
	27520	04/07/2025	143969	RACHEL A MONTOYA	\$14.84
	27521	04/07/2025	100013	ODP BUSINESS SOLUTIONS LLC	\$132.92
	27522	04/07/2025	139832	PAMELA S OSTERMAN	\$15.89
	27523	04/07/2025	144720	CARA ROBISON	\$87.00



## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	27524	04/07/2025	144898	SANTANA F RUBY	\$56.70
	27525	04/07/2025	144750	NANCY S SAATHOFF	\$15.12
	27526	04/07/2025	144723	VOLLEN V SCHLUETER	\$14.50
	27527	04/07/2025	101476	SODEXO INC & AFFILIATES	\$640,542.07
<b>02 - Total</b>					<b>\$642,319.97</b>
06	520441	04/07/2025	133480	BERINGER CIACCIO DENNELL MABREY	\$960.00
	520483	04/07/2025	133970	CCS PRESENTATION SYSTEMS	\$323,440.99
	520484	04/07/2025	133589	CDW GOVERNMENT, INC.	\$0.00
	520494	04/07/2025	139924	CHOICE SOLUTIONS LLC	\$160,789.06
	520523	04/07/2025	132669	DIGITAL DOT SYSTEMS INC	\$320.00
	520540	04/07/2025	144705	ELEVATE CONSTRUCTION LLC	\$17,107.65
	520686	04/07/2025	131328	MILLER ELECTRIC COMPANY	\$782.79
	520798	04/07/2025	142102	STERLING COMPUTERS CORPORATION	\$2,528.34
	520807	04/07/2025	132452	TERRACON INC	\$524.50
<b>06 - Total</b>					<b>\$506,453.33</b>
07	520414	04/07/2025	144551	10 MEN MOVERS LLC	\$5,937.50
	520416	04/07/2025	010040	A & D TECHNICAL SUPPLY CO INC	\$170.23
	520441	04/07/2025	133480	BERINGER CIACCIO DENNELL MABREY	\$4,200.00
	520512	04/07/2025	131003	DAILY RECORD	\$22.67
	520540	04/07/2025	144705	ELEVATE CONSTRUCTION LLC	\$56,580.31
	520637	04/07/2025	058775	LAMP RYNEARSON ASSOCIATES INC	\$3,000.00
	520691	04/07/2025	134532	MORRISSEY ENGINEERING INC	\$8,850.00
	520695	04/07/2025	142914	MARATHON REPROGRAPHICS INC	\$1,364.50
	520734	04/07/2025	136568	PERFORMANCE ENGINEERING INC	\$1,269.92
	520745	04/07/2025	134598	PRIME COMMUNICATIONS INC	\$19,608.56
	520760	04/07/2025	106416	RIFE CONSTRUCTION INC	\$5,760.00
	520766	04/07/2025	140085	SAMPSON CONSTRUCTION CO INC	\$192,743.29
<b>07 - Total</b>					<b>\$299,506.98</b>

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	520387	03/13/2025	109843	T-MOBILE USA INC	\$29.49
	520410	03/27/2025	109843	T-MOBILE USA INC	\$29.49
	520422	04/07/2025	135034	ALDRICH ELEMENTARY	\$344.33
	520426	04/07/2025	143940	JOELLY A ANDERSON	\$24.92
	520427	04/07/2025	143247	PAUL P ANDERSON	\$2,614.75
	520432	04/07/2025	144703	WENDY B BAILEY	\$34.93
	520433	04/07/2025	138929	SUE ANN BANTER	\$150.00
	520453	04/07/2025	141403	JASON BAIR	\$1,131.70
	520458	04/07/2025	139996	BOYS TOWN	\$2,722.00
	520460	04/07/2025	140520	JULIE K BREESE	\$16.05
	520464	04/07/2025	136205	KIMBERLY A BROWN	\$56.31
	520480	04/07/2025	142380	AMANDA L CARLSEN	\$32.20
	520485	04/07/2025	144769	CENTER FOR COLLABORATIVE CLASSROOM	\$4,000.00
	520502	04/07/2025	134861	TARA R COOPER	\$300.51
	520506	04/07/2025	132443	CORNERSTONES OF CARE	\$1,800.00
	520507	04/07/2025	142971	JILL M CRAMER	\$2,684.00
	520510	04/07/2025	139123	TRESSA J CURTIS	\$57.96
	520514	04/07/2025	032497	CHERYL R DECKER	\$35.35
	520533	04/07/2025	138878	LACEY M EDDY	\$30.73
	520535	04/07/2025	037525	EDUCATIONAL SERVICE UNIT #3	\$720.00
	520566	04/07/2025	141405	NICOLE M GILLIS	\$41.08
	520571	04/07/2025	138715	GREAT PLAINS UNIFORMS LLC	\$2,932.50
	520584	04/07/2025	144565	KELSEY J HUMPHREY	\$71.40
	520591	04/07/2025	049851	HY-VEE INC	\$163.94
	520592	04/07/2025	049850	HY-VEE INC	\$49.90
	520623	04/07/2025	144153	CATHERINE L VAN HAUTE	\$300.00
	520624	04/07/2025	144965	CHRISTINA S KILGORE	\$200.00
	520627	04/07/2025	144409	KARLIE J KNOEPFLER	\$2,351.50

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	520630	04/07/2025	055039	KRISTI J KOZAK	\$35.91
	520635	04/07/2025	140667	LAURA A KUEHL	\$172.13
	520638	04/07/2025	144612	BREANNA M LANE	\$11.20
	520645	04/07/2025	144970	JANICE LEE	\$300.00
	520655	04/07/2025	142365	MARY C LOFTUS	\$66.25
	520659	04/07/2025	143744	AMBER A LUTMER	\$105.49
	520683	04/07/2025	138462	MIDLAND UNIVERSITY	\$5,325.00
	520698	04/07/2025	144961	NAVIGATE360 LLC	\$3,556.25
	520703	04/07/2025	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$30.00
	520713	04/07/2025	144027	KATHRYN E NELSON	\$1,177.75
	520727	04/07/2025	143701	WASTE CONNECTIONS OF NEBRASKA INC	\$94.98
	520741	04/07/2025	144425	JANETTE R PORTER	\$2,268.00
	520749	04/07/2025	143760	KELLIE R PROCTOR	\$13.79
	520750	04/07/2025	134817	METROPOLITAN CHILD ADVOCACY	\$850.55
	520755	04/07/2025	144212	QUIZZIZ INC	\$9,918.00
	520761	04/07/2025	144063	JARELL ROACH	\$1,500.00
	520762	04/07/2025	144339	SUSAN L ROCHE	\$1,000.00
	520763	04/07/2025	136121	MELANIE E ROLL	\$250.00
	520781	04/07/2025	142381	KELSEY O SHERIDAN	\$47.39
	520782	04/07/2025	144377	LINDSAY A SHIELDS	\$74.25
	520784	04/07/2025	143007	JILL R SIMON	\$129.00
	520790	04/07/2025	101476	SODEXO INC & AFFILIATES	\$518.25
	520792	04/07/2025	144541	AMANDA M SORENSEN	\$1,177.75
	520793	04/07/2025	142676	TURCO INC	\$329.00
	520800	04/07/2025	137093	JAMIE R STINSON	\$29.23
	520803	04/07/2025	139843	STUDENT TRANSPORTATION NEBRASKA INC	\$3,356.37
	520805	04/07/2025	141546	ALLISON C SWITZER	\$433.00
	520809	04/07/2025	143779	VALLE J THOMPSON	\$238.76

## Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	520814	04/07/2025	143335	TILL360 LLC	\$5,500.00
	520823	04/07/2025	144560	UNITE FOR LITERACY LLC	\$6,995.00
<b>11 - Total</b>					<b>\$68,428.34</b>
14	520491	04/07/2025	144277	ALEGENT HEALTH CREIGHTON ST JOSEPH	\$9,216.00
	520752	04/07/2025	144356	PRUDENTRX LLC	\$1,007.82
	520777	04/07/2025	144543	MERITAIN HEALTH INC	\$491,878.84
<b>14 - Total</b>					<b>\$502,102.66</b>
17	520483	04/07/2025	133970	CCS PRESENTATION SYSTEMS	\$5,938.87
	520530	04/07/2025	102791	ERIC ARMIN INC	\$32,092.30
	520552	04/07/2025	144941	FIELD-DOCTORS LLC	\$7,000.00
	520554	04/07/2025	130731	FIRST WIRELESS INC	\$762.34
	520691	04/07/2025	134532	MORRISSEY ENGINEERING INC	\$3,300.00
	520759	04/07/2025	139925	ALL AMERICAN SPORTS CORP	\$1,534.95
<b>17 - Total</b>					<b>\$50,628.46</b>
50	520375	03/13/2025	144963	SOPHIA A ALLGOOD	\$1,000.00
	520377	03/13/2025	140913	STEPHANI HYATT	\$1,072.96
	520378	03/13/2025	136678	K C PETERSEN CONSTRUCTION CO	\$5,080.00
	520383	03/13/2025	141130	NICHOLAS ALAN QUAMME	\$1,191.80
	520384	03/13/2025	141700	JENNIFER JULIE RANDALL	\$0.00
	520387	03/13/2025	109843	T-MOBILE USA INC	\$36.94
	520391	03/13/2025	138500	HEATH FRANCIS WEBER	\$745.60
	520410	03/27/2025	109843	T-MOBILE USA INC	\$36.94
	520429	04/07/2025	012989	APPLE COMPUTER INC	\$949.40
	520483	04/07/2025	133970	CCS PRESENTATION SYSTEMS	\$1,863.89
	520545	04/07/2025	143153	FAIRPLAY CORPORATION	\$16,370.00
	520561	04/07/2025	143691	FOLLETT CONTENT SOLUTIONS LLC	\$315.07
	520563	04/07/2025	144147	IOANA GALU	\$100.00
	520567	04/07/2025	141348	STEVEN GLANZ	\$80.00

## **Millard Public Schools Check Register Prepared for the Board Meeting for Apr 14, 2025**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	520589	04/07/2025	133397	HY-VEE INC	\$1,056.49
	520591	04/07/2025	049851	HY-VEE INC	\$611.93
	520616	04/07/2025	054492	JIM L JOHNSON	\$520.00
	520620	04/07/2025	136678	K C PETERSEN CONSTRUCTION CO	\$6,120.00
	520631	04/07/2025	144978	SONJA KRAUS	\$100.00
	520641	04/07/2025	058800	LANOHA NURSERIES INC	\$5,764.97
	520681	04/07/2025	139339	SPORTS FACILITY MAINTENANCE LLC	\$322.41
	520718	04/07/2025	144979	AMANDA NOBRA	\$200.00
	520726	04/07/2025	136739	JAMES W KUPER	\$1,813.50
	520748	04/07/2025	144973	LISA R VACEK MBR	\$250.00
	520764	04/07/2025	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$204.00
	520796	04/07/2025	141244	TYREE STARKS	\$100.00
	520798	04/07/2025	142102	STERLING COMPUTERS CORPORATION	\$979.80
	520838	04/07/2025	144987	BRYAN WALL	\$65.00
	520840	04/07/2025	144980	RILEY WARD	\$105.00
	520841	04/07/2025	143037	JERROLD R WARREN	\$42.63
	520878	04/03/2025	144988	SAMANTHA THOMAS	\$714.90
<b>50 - Total</b>					<b>\$47,813.23</b>
99	520383	03/13/2025	141130	NICHOLAS ALAN QUAMME	(\$40.00)
	520384	03/13/2025	141700	JENNIFER JULIE RANDALL	\$0.00
	520726	04/07/2025	136739	JAMES W KUPER	(\$70.74)
	520733	04/07/2025	144966	ROBERT C PENNINGTON	(\$60.00)
	520814	04/07/2025	143335	TILL360 LLC	(\$180.00)
<b>99 - Total</b>					<b>(\$350.74)</b>
<b>Overall - Total</b>					<b>\$5,033,023.98</b>

**AGENDA SUMMARY SHEET**

**Agenda Item:** Policy 4005: Human Resources - Staffing

**Meeting Date:** April 14, 2025

**Background/  
Description:** Policy is due to review

**Action Desired:** Reaffirm Policy 4005: Human Resources - Staffing

**Policy /  
Strategic Plan**

**Reference:** N/A

**Responsible Person(s):** Dr. Kevin Chick  
Associate Superintendent of Human Resources

**Superintendent's Signature:**

A handwritten signature in black ink that reads "John Schwartz". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.

## Human Resources

### Staffing

**4005**

The Superintendent, or designee, shall recommend to the Board of Education the number of teachers and other personnel necessary to staff the schools. The recommendation shall be based upon several factors, including, but not limited to: state and federal legal requirements and regulations, board policy and rule, and fiscal responsibility. The recommendation shall be made annually during the budgeting process and may be amended as deemed necessary by the Superintendent, or designee.

Legal Reference: Neb. Rev. Stat. § 79-501

Related Policies & Rules: 4005.1

Policy Adopted: January 21, 2002

Revised: November 2, 2009

Reaffirmed: March 6, 2017, [April 14, 2025](#)

Millard Public Schools

Omaha, Nebraska

**AGENDA SUMMARY SHEET**

**Agenda Item:** Board Rule 4005.1 - Human Resources - Staffing - Class Size

**Meeting Date:** April 14, 2025

**Background/  
Description:** Board Rule is due to review

**Action Desired:** Reaffirm Board Rule 4005.1: Human Resources - Staffing - Class Size

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Dr. Kevin Chick  
Associate Superintendent of Human Resources

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "John Schwartz". The signature is written in a cursive, flowing style with a large initial "J".



## Human Resources

### Staffing – Class Size

**4005.1**

#### Middle School and High School

The District will make reasonable efforts to maintain class size in the middle and high schools it deems appropriate and fiscally responsible for the effective instruction of pupils.

#### Elementary

For grades kindergarten through five, the Superintendent may assign paraprofessionals to assist teachers where classes equal or exceed the follow number of students:

Grades	Class size needed for paraprofessional help*
K-2	25
3-5	28

\*Paraprofessional help is defined as one hour per day per classroom.

Related Policies and Rules: 4005P

Rule Approved: April 17, 1989

Revised: August 2, 1993; December 4, 1995; June 28, 1999, January 21, 2002;

November 2, 2009

Reaffirmed: March 6,

2017, [April 14, 2025](#)

Millard Public Schools  
Omaha, Nebraska

**AGENDA SUMMARY SHEET**

**Agenda Item:** Deletion of Board Rule 4005.2 - Human Resources - Staffing - New Buildings

**Meeting Date:** April 14, 2025

**Background/  
Description:** Board Rule is no longer needed

**Action Desired:** Delete Board Rule 4005.2: Human Resources - Staffing

**Policy /  
Strategic Plan**

**Reference:** N/A

**Responsible Person(s):** Dr. Kevin Chick  
Associate Superintendent of Human Resources

**Superintendent's Signature:**

A handwritten signature in black ink that reads "John Schwartz". The signature is written in a cursive style with a large initial "J" and a stylized "S".

## **Human Resources**

### **Staffing — New Buildings** **4005.2**

~~School personnel may be assigned to a new school in advance of its opening in order to make proper preparation. All such advance assignments shall be subject to the approval of the Board.~~

~~Policy Adopted: February, 4, 1974~~ ~~Millard Public Schools~~

~~Revised: March 15, 2004~~ ~~Omaha, NE~~

~~Renumbered from 7500: March 15, 2004~~

~~Reaffirmed: September 6, 2011; March 6, 2017~~

~~[Deleted: April 14, 2025](#)~~

**AGENDA SUMMARY SHEET**

**Agenda Item:** First Reading of Policy 6800: Curriculum, Instruction, and Assessment- Parental Access

**Meeting Date:** April 14, 2025

**Background/**

**Description:** The legislature passed LB71 in the 2024 session which includes provisions related to this Policy and Rule 6800.1. The Policy and its accompanying Rule (included here for reference) have been reviewed and updated in the 2024-2025 school year with input from Millard parents, guardians, and educational decisionmakers. Feedback and input was gathered at the September 17, 2024 Superintendent's Parent Advisory with representatives from all 35 schools.

**Action Desired:** First Reading of Policy 6800: Curriculum, Instruction, and Assessment- Parental Access

**Policy / Strategic Plan**

**Reference:** N/A

**Responsible Person:** Dr. Heather Phipps

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "John Schwartz". The signature is written in a cursive, flowing style.

## Curriculum, Instruction, and Assessment

### Parental Access

6800

It is the policy of the Millard School District to inform parents, [guardians, and educational decisionmakers](#) of the educational practices affecting their children; and to foster and facilitate parental, [guardian, and educational decisionmakers](#)' involvement in educational practices affecting their children

This Policy [and its accompanying rule](#) shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Related Policies and Rules: 6800.1

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104

Policy Approved: June 19, 1995

Revised: April 27, 1998; September 13, 1999

Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; June 17, 2002

July 7, 2003; May 17, 2004; June 6, 2005; June 5, 2006; June 4, 2007; June 1, 2009

June 7, 2010; June 6, 2011; June 4, 2012; June 3, 2013; May 19, 2014; May 18, 2015; May 2, 2016; May 1, 2017;

May 7, 2018; May 6, 2019, May 4, 2021, May 2, 2022; May 1, 2023; May 6, 2024, [May 5, 2025](#)

Millard Public Schools  
Omaha, Nebraska

## Curriculum, Instruction, and Assessment

### Parental Access

6800.1

- I. **Access to Educational Practices.** ~~Parents~~Parents, guardians, and educational decisionmakers will be ~~afforded~~provided the following access to the District's educational practices as required by law:

- A. **Textbooks, tests, and ~~curriculum~~ materials:** ~~Parents~~Parents, guardians, and educational decisionmakers may obtain access to textbooks, tests, activities information, digital materials, websites and/or applications used for learning, training materials for teachers, administrators, and staff, procedures for the review and approval of training materials, learning materials, and activities and other curriculum materials used by the District by making a request to the Associate Superintendent of Educational Services or said Associate Superintendent's designee. Such request shall be reasonably specific in order that the District may comply with the request.

1. **Courses, assemblies, and other instructional activities:** ~~Parents~~Parents, guardians, and educational decisionmakers may request to attend courses, assemblies, and other instructional activities by contacting the school principal or principal's designee reasonably in advance of the course, assembly, or instructional activity the parent desires to attend. The District will comply with such request if the request:

- a. Does not materially interfere with the educational process; and/or
- b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification.

If the ~~parents~~parents, guardians, and educational decisionmakers dispute the denial or qualification, the ~~parents~~parents, guardians, and educational decisionmakers may submit a written request for review to the District's Associate Superintendent for Educational Services. Upon receipt of a written request for review, the Associate Superintendent for Educational Services will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Educational Services will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

Parents, guardians, and educational decisionmakers may request that a child be excluded from specific instruction or activities including testing, classroom instruction, learning materials, activities, guest speaker events, or other school experiences. Board Rule 8810.2 outlines the process for requesting exclusion.

2. **Counseling sessions:** ~~Parents~~Parents, guardians, and educational decisionmakers may request to attend counseling sessions by submitting a written request to the Director of Student Services or said director's designee reasonably in advance of the counseling session the parent desires to attend. The District will comply with such request if the request:

- a. Does not materially interfere with the educational process; and/or
- b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification.

If the ~~parents~~parents, guardians, and educational decisionmakers dispute the denial or qualification, the ~~parents~~parents, guardians, and educational decisionmakers may submit a

written request for review to the District's Associate Superintendent for Human Resources. Upon receipt of a written request for review, the Associate Superintendent for Human Resources will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Human Resources will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

- B. Access to records:** The District will permit access to student records pursuant to applicable law, District Policy 5710, and Rule 5710.1. Non-custodial ~~parents~~parents, guardians, and educational decisionmakers will be permitted access to student records pursuant to applicable law, District Policy 5730, and Rule 5730.1.
- C. District testing policy:** The District's administration and use of tests will be in accordance with established and recognized testing procedures for tests of scholastic, academic, and intellectual development and status. Testing pursuant to statutory requirements will be in compliance with recognized testing procedures and reasonable objectives. Drug, alcohol, and tobacco testing will be in compliance with District Policy and Rule.
- D. Surveys:**
  - 1. **District participation in surveys.** The District will conduct all surveys of students required by law. The District will also participate in surveys of students conducted for educational purposes or which are reasonably related to the same.
  - 2. **Protections of personal information and student privacy.** No surveys shall be conducted which require the disclosure of personally identifiable information unless the survey is required by law, District Policy, or Board authorization. Survey results shall not disclose personally identifiable information unless such disclosure is required by law, District Policy, or Board authorization.
  - 3. **Notification and consent.** No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or which originates outside the District, without the prior written consent of the parent or without the prior consent of the student if the student is an adult or an emancipated minor. The District shall provide for reasonable notice of the adoption on continued use of this Rule directly to the ~~parents~~parents, guardians, and educational decisionmakers of students enrolled in the District at least annually at the beginning of the school year and within a reasonable time after any substantive change in this Rule. The District shall directly notify the ~~parents~~parents, guardians, and educational decisionmakers of students at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled.
  - 4. **Right to inspect surveys and to opt out.** The ~~parents~~parents, guardians, and educational decisionmakers of district students have the right to inspect any survey before the survey is administered or distributed, including all instructional materials, teacher's manuals, films, tapes, and other supplementary materials which will be used in connection with any such survey. A parent shall be provided reasonable access to a survey within a reasonable period of time after a request to inspect is received. ~~Parents~~Parents, guardians, and educational decisionmakers, adult students, and emancipated students, may opt out of participation in any such survey by not providing the required prior consent or by revoking any previously provided consent.
  - 5. **Personal information for marketing or sale.** The District does not collect, disclose, or use personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose. The District may engage in the collection, disclosure, or use of personal information collected from

students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to:

- a. Students;
- b. Educational institutions such as college or other post-secondary education recruitment, book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by elementary and secondary schools.
- d. Tests and assessments;
- e. The sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.

II. **Annual Review.** This Rule shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104; 20 U.S.C. § 1232h

Cross References: Rule 1310.2 (II) Complaints: Instructional Materials  
 Rule 5720.1 Records Retention and Disposition  
 Policy 5730 Parents' Access to School Records and School Contact  
 Rule 5730.1 Non-Custodial Parents' Access to School Records and School Contact  
 Policy 5710 Access to Student Records  
 Rule 5710.1 Student Records  
 Rule 5740.1 Visits to the Schools - Visitations by Parents, Guardians, and Others  
 Policy 6700 Extracurricular School Sponsored Clubs and Activities and Interscholastic Athletics and Activities (NSAA)  
 Rule 5530.1 Recognition of Religious Beliefs and Customs and Exclusion from Participation  
 Rule 6810.2 Curriculum Request for Exclusion  
 Policy 6810 Public Access to School Materials and Documents  
 Rule 6810.1 Public Access to School Materials and Documents  
 Policy 6900 Research: Testing  
 Rule 6900.1 Research: Testing

Related Policies and Rules: 6800

Rule Approved: June 19, 1995

Revised: April 27, 1998; September 13, 1999; July 7, 2003; May 17, 2004; June 6, 2006

Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; July 16, 2001; June 17, 2002;

June 6, 2005; June 4, 2007; June 2, 2008; June 1, 2009; June 7, 2010; June 6, 2011;

June 4, 2012; June 3, 2013; May 19, 2014; May 18, 2015; May 18, 2015; May 2, 2016; May 1, 2017;

May 7, 2018; May 6, 2019, May 4, 2020, May 3, 2021, May 2, 2022; May 1, 2023; May 6, 2024, [May 5, 2025](#)

Millard Public Schools  
 Omaha, Nebraska



## AGENDA SUMMARY SHEET

41

**Agenda Item:** Approval of PK-12 English Language Arts Framework - Part I

**Meeting Date:** April 14, 2025

**Background/Description:** The PK-12 English Language Arts Framework is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; PK-12 English Language Arts Philosophy; Millard Essential Learner Outcomes (6110.1); PK-12 English Language Arts Curriculum Planning Committee Members; and Timeline for MEP Cycle Procedures. Also included is the Language Arts Matrix based on the linear State Standards and Indicators approved by the State Board of Education on September 2, 2021, including Millard standards deemed essential. The appendix includes proposed course adjustments with course descriptions.

PK-12 English Language Arts Curriculum Planning Committee completed Phase I of the MEP Curriculum Cycle. The PK-12 English Language Arts Framework: Part I is being presented for approval. Part II: Textbook/Instructional Materials Selection will be presented for approval during the 2025-2026 school year.

**Action Desired:** Approval of PK-12 English Language Arts Framework

**Policy/Strategic Plan Reference:** Strategy 1 - We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students.

**Responsible Person(s):** Dr. Heather Phipps, Dr. Anthony Weers, Andy DeFreece, Jody Sempek, and Jan Dahlgaard

**Superintendent Approval:**



# **PK – 12**

# **English Language Arts**

# **Framework**

Part I: PK-12  
April 14, 2025



**Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

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## **Millard Public Schools Mission and Beliefs**

### **English Language Arts Philosophy**

#### **Millard Public Schools Mission**

**The mission is the loftiest aspiration of our school district.**

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.

#### **District Beliefs**

**Beliefs are the foundation of our Strategic Plan. The belief statements are an expression of the fundamental values, ethical codes, overriding convictions and principles for the district.**

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- All people are entitled to a safe, caring, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

#### **PK-12 English Language Arts Philosophy Statement**

ELA instruction meets the needs of all learners by fostering critical thinking and real-world communication skills. Through integration of research-based, explicit and systematic practices in reading, writing, speaking, and listening, students become confident members of their communities. Rigorous and engaging learning experiences cultivate lifelong readers, writers, and communicators.

#### **Academic and College and Career Readiness Essential Learning Outcomes**

This framework aligns with the academic and college and career readiness outcomes approved by the Board of Education in [Rule 6110](#).

## PK-12 English Language Arts Curriculum Planning Committee Members 2024-2025

Under the facilitation of Jan Dahlgaard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitators

<b><u>Staff Member</u></b>	<b><u>Grade Level/Course/Position</u></b>	<b><u>Building</u></b>
Dr. Kristen Abueg	Assistant Principal	Beadle Middle School
Candace Ahrens	English 9, Honors 9, AP Language & Composition	Millard South High School
Bréann Avery	Special Programs Facilitator	Ron Witt Support Services Center
Amy Badura	Literacy Coach	Bryan Elementary School
Samantha Ballard	Assistant Principal	Millard West High School
Shalene Baratta	Seventh Grade/Department Head	Russell Middle School
Jordan Bell	Kindergarten	Cody Elementary School
Melissa Betts	HAL Facilitator/IB Coordinator	Millard North Middle School
Sara Bivens	Literacy Coach	Morton Elementary School
Riley Boltin	Special Education	Morton Elementary School
Meredith Buckman	Principal	Abbott Elementary School
Ann Butterbaugh	Fourth Grade	Ackerman Elementary School
Chelsy Cary	Sixth Grade, ELA Department Head	Millard Central Middle School
Conni Charles	Lower Montessori	Norris Elementary School
Brooke Christianson	Third Grade	Hitchcock Elementary School
Dr. Tara Cooper	Principal	Neihardt Elementary School
Trish DeCook	Montessori 6	Russell Middle School
Andy DeFreece	Director of Early Childhood & Elementary Education	Don Stroh Administration Center
Pam Erixon	EL Program Facilitator	Ron Witt Support Services Center
Brandi Haltom	Eighth Grade	Andersen Middle School
Mary Kate Harris	Third Grade	Reeder Elementary School
Bailey Herrington	First Grade	Willowdale Elementary School
Kim Hlivko	First Grade	Cottonwood Elementary School
Lloyd Hoshaw	AP Language & Comp/Electives/Education Academy	Millard West High School
Monica Hutfles	High Ability Learner Program Facilitator	Ron Witt Support Services Center
Leslie Irwin	AP Literature & Comp/IB Coordinator/Department Head	Millard North High School
Nicole Jamison	Administrative Intern	Sandoz Elementary School
Catherine Kephart	Seventh Grade, ELA Department Head	Beadle Middle School
Cheris Kite	Early Childhood & K-5 Literacy Intervention MEP Facilitator	Ron Witt Support Services Center
Dr. Michelle Klug	Principal	Millard Central Middle School
Miranda Knipfer	Fifth Grade	Norris Elementary School
Melissa Larka	Literacy Interventionist	Wheeler Elementary School
Meghan Lenzi	Structured Behavior Skills	Holling Heights Elementary School
Dr. Elizabeth Lorenz	Kindergarten	Holling Heights Elementary School
Helen Lykke-Wisler	Literacy Coach	Sandoz Elementary School
Michael McCauley	AP Language & Composition/IB Film/Electives	Millard North High School
Ashley McKenzie	Second Grade	Ezra Elementary School

Jessica Nelson	Technology Facilitator	Ron Witt Support Services Center
Erica Nowlin	English 11	Keith Lutz Horizon High School
Jenni Parkhurst	Seventh Grade	Kiewit Middle School
Rachel Price	Second Grade	Reagan Elementary School
Jennifer Priest	Literacy Enrichment 9/Speech/Department Head	Millard West High School
Kellie Proctor	Preschool	Holling Heights Elementary School
Bethany Rands	Fifth Grade	Aldrich Elementary School
Stacy Sanchelli	English 10, Literacy Enrichment 10 & 11	Millard South High School
Mib Schinzel	Fourth Grade	Rockwell Elementary School
Shelley Schmitz	Program Facilitator for Special Education & MTSS	Ron Witt Support Services Center
Heather Spessard-Schroer	Assistant Principal	Andersen Middle School
Lindsay Traeger	Speech Language Pathologist	Cottonwood Elementary School
Rachel VanEngen	Honors English 9, Electives	Millard West High School
Dr. Anthony Weers	Director of Secondary Education	Don Stroh Administration Center
Diana Weis	Fifth Grade Core Knowledge	Disney Elementary School
Michaela Wragge	Assistant Principal	Millard South High School

#### **Additional High School Representatives for Course Sequence Planning**

Jacob Duhey	English 11, Composition in Business and Education Academies	Millard North High School
Barry Glynn	English 11, Composition in Business and Education Academies	Millard North High School
Sarah Martin	English 11, Electives	Millard South High School
Macaulay Montague-Loeffler	English 10, English 11	Millard West High School

### **Community Focus Group Participants**

Under the facilitation of Jan Dahlgaard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitators

Dr. Tej Adidam, University of Nebraska at Omaha & MPS Parent

Dr. Carin Appleget, Creighton University

Dr. Julie Bell, University of Nebraska at Omaha

Dr. Jennifer Lemke, University of Nebraska at Omaha & MPS Parent

### **Instructional Materials Review Committees**

Under the facilitation of Bréann Avery, Special Programs Facilitator; Jan Dahlgaard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitators

#### **Core Knowledge**

<b><u>Staff Member</u></b>	<b><u>Grade Level</u></b>	<b><u>Building</u></b>
Heather Christensen	Fourth Grade	Cather Elementary
Molly Kennedy	EL Teacher	Disney Elementary
Pam Lindsey	Second Grade	Cather Elementary
Polly Rodenbiker	Third Grade	Disney Elementary
Kelly Straatman	Kindergarten	Cather Elementary
Patty Throne	First Grade	Disney Elementary
Diana Weis	Fifth Grade	Disney Elementary

#### **K-5 Montessori**

<b><u>Staff Member</u></b>	<b><u>Grade Level</u></b>	<b><u>Building</u></b>
Kim Boyd	Primary	Montclair Elementary
Conni Charles	Lower Elementary	Norris Elementary
Becky Edwards	Lower Elementary	Montclair Elementary
Genevieve Micek	Primary	Norris Elementary
Jessica Neill	Upper Elementary	Montclair Elementary
Robyn Smith	Upper Elementary	Norris Elementary

**Elementary**

<b><u>Staff Member</u></b>	<b><u>Grade Level</u></b>	<b><u>Building</u></b>
Jordan Bell	Kindergarten	Cody Elementary
Ann Butterbaugh	Fourth Grade	Ackerman Elementary
Brooke Christianson	Third Grade	Hitchcock Elementary
Carly Hope	Kindergarten	Rockwell Elementary
Sandy Malmstrom	First Grade	Montclair Elementary
Ashley McKenzie	First Grade	Ezra Elementary
Sydney Petersen	Fifth Grade	Norris Elementary
Rachel Price	Second Grade	Reagan Elementary
Erin Roche	Fifth Grade	Aldrich Elementary
Lynsey Sharon	Second Grade	Abbott Elementary
Suzanne Sobota	Third Grade	Rohwer Elementary
Carie Walles	Fourth Grade	Sandoz Elementary

**Secondary**

**All 6-12 English Language Arts teachers participated in the initial materials review on January 20, 2025.**

Andersen Middle School - 9 teachers  
 Beadle Middle School - 10 teachers  
 Millard Central Middle School - 9 teachers  
 Kiewit Middle School - 9 teachers  
 Millard North Middle School - 9 teachers  
 Russell Middle School - 8 teachers + 2 Montessori  
 Keith Lutz Horizon High School - 2 teachers  
 Millard North High School - 25 teachers  
 Millard South High School - 24 teachers  
 Millard West High School - 22 teachers

**Vendor Fair Committees**

Under the facilitation of Bréann Avery, Special Programs Facilitator; Jan Dahlgard and Jody Sempek, ELA Curriculum & Instruction MEP Facilitators

**Core Knowledge**

<b><u>Staff Member</u></b>	<b><u>Grade Level</u></b>	<b><u>Building</u></b>
Kelly Bakey	Literacy Interventionist	Cather Elementary
Heather Christensen	Fourth Grade	Cather Elementary
Jayne Day	Fifth Grade	Cather Elementary
Victoria Duren	Kindergarten	Cather Elementary
Jennifer Griebel	Fourth Grade	Cather Elementary
Gail Hubbard	Second Grade	Cather Elementary
Jade Hughes	Second Grade	Disney Elementary
Molly Kennedy	EL Teacher	Disney Elementary
Bethany Kreager	Principal	Cather Elementary
Pam Lindsey	Second Grade	Cather Elementary
Molly Nuckolls	Kindergarten	Cather Elementary
Jennifer Pasko	Fifth Grade	Cather Elementary
Cassandra Price	First Grade	Cather Elementary
Polly Rodenbiker	Third Grade	Disney Elementary
Cindy Scharff	Principal	Disney Elementary
Linda Silva	Third Grade	Cather Elementary

**Elementary**

<b><u>Staff Member</u></b>	<b><u>Grade Level</u></b>	<b><u>Building</u></b>
Kaitlin Anderson	Third Grade	Rockwell Elementary
Blakely Anderson	Fourth Grade	Rohwer Elementary
Jessica Baumgartner	Fourth Grade	Reagan Elementary
Kate Bean	Literacy Interventionist	Morton Elementary
Jack Blair	Third Grade	Ezra Elementary
Crystal Crites	Second Grade	Aldrich Elementary
Lauren Dennis	Kindergarten	Norris Elementary
Kevin Greve	Kindergarten	Ackerman Elementary
Tessa Hanson	Second Grade	Bryan Elementary
Allison Heineman	Fourth Grade	Aldrich Elementary
Kim Hlivko	First Grade	Cottonwood Elementary
Colette Hoelsing	First Grade	Abbott Elementary
Catherine Justman	Second Grade	Neihardt Elementary
Elizabeth Kneip	Kindergarten	Morton Elementary
Jena Leu	EL Teacher	Ackerman Elementary
Dawn Linder	Fifth Grade	Reeder Elementary



Kelly Straatmann	Kindergarten	Cather Elementary	Sierra Miller	Fifth Grade	Hitchcock Elementary
Jamie Swanda	Third Grade	Cather Elementary	Kristen Niver	First Grade	Sandoz Elementary
Kimberly Swanson	Second Grade	Cather Elementary	Jacqueline Petersen	Kindergarten	Disney Elementary
Patty Throne	First Grade	Disney Elementary	Taylor Pickett	Resource Teacher	Cody Elementary
Sara Urban	First Grade	Cather Elementary	Chelsey Poole	Second Grade	Upchurch Elementary
Diana Weis	Fifth Grade	Disney Elementary	Nicole Purviance	First Grade	Cody Elementary
Lauren Winkler	Fourth Grade	Disney Elementary	Payton Steensma	Third Grade	Wheeler Elementary
Phil Zadina	Fourth Grade	Cather Elementary	Danielle Streck	Fourth Grade	Bryan Elementary
Julia Ziegler	Third Grade	Cather Elementary	Taylor Toyne	Third Grade	Black Elk Elementary
Cheryl Zweedyk	Kindergarten	Disney Elementary	Julie Wilds	Fifth Grade	Willowdale Elementary
			Megan Wismer	Fifth Grade	Wheeler Elementary

### Middle School

<b><u>Staff Member</u></b>	<b><u>Grade Level</u></b>	<b><u>Building</u></b>
Ashley Andersen	Seventh Grade	Millard North Middle School
Shalene Baratta	Seventh Grade	Russell Middle School
Melissa Betts	HAL, IB	Millard North Middle School
Jill Carden	Special Education	Millard Central Middle School
Haley Dahlgaard	English Learners	Andersen Middle School
Brandy Dartmann	Eighth Grade	Kiewit Middle School
Trisha DeCook	Montessori	Russell Middle School
Danielle Douglas	Eighth Grade	Beadle Middle School
Sarah Feik	Sixth Grade	Beadle Middle School
Brandi Haltom	Eighth Grade	Andersen Middle School
Mindy Jorgensen	Sixth Grade	Millard North Middle School
Catherine Kephart	Seventh Grade	Beadle Middle School
Stacy Kolvek	Sixth Grade	Andersen Middle School
Ellie Majkowski	Seventh Grade	Andersen Middle School
Brianna McManaman	Eighth Grade	Russell Middle School
Jennifer Parkhurst	Seventh Grade	Kiewit Middle School
Anna Phelps	Seventh Grade	Millard Central Middle School
Megan Root	Seventh Grade	Kiewit Middle School
Paula Sinnett	Eighth Grade	Millard Central Middle School
Amanda Taylor	HAL	Russell Middle School

### High School

<b><u>Staff Member</u></b>	<b><u>Building</u></b>
Candace Ahrens	Millard South High School
Kerrie Busteed	Millard West High School
Jacob Duhey	Millard North High School
Barry Glynn	Millard North High School
Holly Hartel	Millard South High School
Abby Karloff	Millard West High School
Leslie Irwin	Millard North High School
Steve Kerkman	Millard South High School
Gracie Luebbe	Millard West High School
Kari Murphy	Millard North High School
Erica Nowlin	Keith Lutz Horizon High School
Jennifer Priest	Millard West High School
Stacy Sanchelli	Millard South High School
Meredith Sonnenfelt	Millard South High School
Rachel VanEngen	Millard West High School
Taylor Van Vliet	Millard North High School

### English Language Arts Timeline of Curriculum Cycle Meetings

Date	Group -- Purpose
<b>September 5, 2024</b>	Convened ELA Curriculum Planning Committee
<b>September 19, 2024</b>	Curriculum Planning Committee <ul style="list-style-type: none"> <li>• Data Book Review</li> <li>• Development of Research Topics and Questions</li> </ul>
<b>October 8, 2024</b>	Community Focus Group
<b>October 22, 2024</b>	Curriculum Planning Committee <ul style="list-style-type: none"> <li>• Community Focus Group feedback</li> <li>• Research Presentations</li> </ul>
<b>December 5, 2024</b>	Curriculum Planning Committee <ul style="list-style-type: none"> <li>• Wrote PK-12 Philosophy Statement</li> <li>• Revised the PK-12 English Language Arts Matrix</li> <li>• Investigated 6-12 English Language Arts course offerings</li> </ul>
<b>January 20, 2025</b>	6-12 Instructional Materials Screening <ul style="list-style-type: none"> <li>• Previewed instructional materials to determine programs to review at the March Vendor Fair</li> </ul>
<b>January 28, 2025</b>	K-5 & Montessori Instructional Materials Screening <ul style="list-style-type: none"> <li>• Previewed instructional materials to determine programs to review at the March Vendor Fair</li> </ul>
<b>January 30, 2025</b>	K-5 Core Knowledge Instructional Materials Screening <ul style="list-style-type: none"> <li>• Previewed instructional materials to determine programs to review at the March Vendor Fair</li> </ul>
<b>February 5, 2025</b>	6-12 Course Offerings <ul style="list-style-type: none"> <li>• Identified 6-12 course offerings</li> </ul>
<b>March 17, 2025</b>	K-5 Core Knowledge Vendor Fair <ul style="list-style-type: none"> <li>• Vendor Fair to review instructional materials for a potential field study</li> </ul>
<b>March 18, 2025</b>	K-5 Vendor Fair <ul style="list-style-type: none"> <li>• Vendor Fair to review instructional materials for a potential field study</li> </ul>
<b>March 19, 2025</b>	High School Vendor Fair <ul style="list-style-type: none"> <li>• Vendor Fair to review instructional materials for a potential field study</li> </ul>
<b>March 20, 2025</b>	Middle School Vendor Fair <ul style="list-style-type: none"> <li>• Vendor Fair to review instructional materials for a potential field study</li> </ul>
<b>April 14, 2025</b>	Millard Public Schools Board of Education reviews Part I of the PK-12 English Language Arts Framework and K-12 Field Study proposal for approval

## Introduction to PK-12 English Language Arts Matrix

### Introduction

The ability to use language for the pursuit of knowledge, for purposeful expression, and for active participation in civic life requires academic content standards that are clearly defined and increasingly rigorous across grade levels. The Nebraska English Language Arts standards encompass a wide range of essential skills in the areas of reading, writing, speaking, and listening. The standards, both individually and as an integrated whole, describe not only expectations for college, career, and civic readiness, but the 21st century literacies necessary for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for post-secondary and workforce demands.

### Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments. The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness.

The English Language Arts standards, written by teams of Nebraska educators and reviewed by literacy experts, were developed with the following indicators of quality:

**Measurable.** Standards provide benchmarks against which student progress toward learning goals can be measured.

**Appropriately challenging.** Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

**Connected.** Student learning is most effective when it connects knowledge and skills to related topics and real-world applications.

**Clearly worded.** Content area standards must effectively communicate what students should know and be able to do.

**Scaffolded.** Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

**Specific.** Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators

**Legend**

☐ Cell without text: No State or Millard indicator exists.

**Nomenclature**

The nomenclature for the standards and indicators is as follows:

**LA English English Language Arts**

**S Nebraska State Standard**

**M Millard Standard**

**K-12 Grade Level****K-12 Content Strands**

F Foundations of Reading  
 RP Reading Prose and Poetry  
 RI Reading Informational Text  
 V Vocabulary  
 FW Foundations of Writing  
 W Writing  
 SL Speaking and Listening

**Standard**

1-8 Vary by Content Strand

**Indicator**

a-g Vary by Standard

**Example****LA.S.K.F.1.a**

LA English English Language Arts

S State Standard

K Grade Level: Kindergarten

F Content Strand: Foundations of Reading

1 Standard: Concepts of Print - Demonstrate knowledge of the organization and basic concepts of print.

a Indicator: Identify all upper and lowercase letters of the alphabet in isolation and in connected text.

<b>(LL.01) Listening and Understanding</b>	
<b>Demonstrates continual growth in understanding increasingly complex and varied vocabulary</b>	
<b>3-4 years</b>	<b>4-5 years</b>
<i>Children begin to listen to directions and conversations with understanding. Later, children begin to listen to stories that are read aloud, and show understanding through body language, pointing to pictures, or retelling the story.</i>	<i>Children begin to provide basic answers to specific questions about details of a story (e.g., who, what, where, or when). Later, children begin to provide a summary of a story highlighting key ideas in the story and how they relate to one another.</i>
Listens to others and responds to feelings and expressed ideas	Retells 2-3 key events from a well-known story
Demonstrates understanding of the meaning of stories, songs, and poems	Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities
Follows single, multistep, and complex directions in order. At first with adult support and later on their own	Understands increasingly complex sentences that include multiple concepts
<b>PK Language &amp; Literacy Early Learning Guidelines</b>	
<b>(LL.02) Speaking and Communicating</b>	
<b>Develops foundational skills to communicate effectively for a variety of purposes</b>	
<b>3-4 years</b>	<b>4-5 years</b>
<i>Children begin to use complex gestures and actions to enhance communication. Later, children begin to use expanded sentences when communicating with others.</i>	<i>Children begin to use complex sentences. Later, children begin to use increasing variety and specificity of words to communicate their thoughts and ideas.</i>
Greets and initiates interactions with adults and peers	Attempts to independently solve problems through communicating with other children
Uses sentences that include two or more separate ideas using new vocabulary that has been introduced	Follows agreed upon rules for discussions
Understands different rules for using language and variation in voice level	Understands and uses most question words
Begins to understand body language as a nonverbal means of communication	Uses many frequently occurring prepositions
Uses some question words and some prepositions	Begins to use new words and phrases acquired through conversations and exposures to texts
Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners	Uses increasingly longer and more complex sentences to communicate ideas
Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures)	Changes word tense to indicate time
Uses social conventions in language with adult support	Uses language to share ideas and gain information
Uses simple pronouns (e.g., I, me, you, mine, he)	Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing)
Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common	Maintains a topic of conversation through multiple exchanges
<b>(LL.03) Phonological Awareness</b>	
<b>Demonstrates knowledge of phonological awareness</b>	
<b>3-4 years</b>	<b>4-5 years</b>
<i>Children begin to engage in word and sound play with adults. Later, children begin to distinguish between words that contain similar sounding phonemes (e.g., cat-hat).</i>	<i>Children begin to demonstrate basic knowledge of letter-sound correspondence. Later, children begin to identify, blend, and segment syllables in spoken words.</i>
Shows enjoyment of rhymes and alliteration	Makes rhymes to simple words
Listens to two words and determines whether or not they rhyme	Demonstrates phonemic awareness by playing with sounds to create new words
Notifies that several words or names begin with the same sound	Able to distinguish and count syllables in words
Claps hands for each syllable in words	Isolates the initial sound in some words
Recognizes rhyming words in songs, chants or poems	Produces rhyming words or words that have same initial sound
Identifies when initial sounds in words are the same (e.g., pumpkin, puppet)	Progresses in listening and telling differences in phonemes
Distinguishes individual words in a sentence	Isolates beginning and ending sounds of printed or spoken words
<b>(LL.04) Book Knowledge and Appreciation</b>	
<b>Demonstrates interest in and appreciation of reading-related activities</b>	
<b>3-4 years</b>	<b>4-5 years</b>

<i>Children begin to understand that books are comprised of written words. Later, children begin to increase their knowledge about books and how they typically are read (e.g., holds book right side up, turns pages front to back).</i>	<i>Children begin to know features of books such as title, author, and illustrator. Later, children begin to independently choose to “read” books and select a variety of texts including fiction and non-fiction.</i>
Demonstrates interest in and appreciation of reading-related activities	Utilizes books as a source of information
Relates events in story to own knowledge and experience	Identifies main components of a story (major plot points)
Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures)	Asks people to read stories, signs, or notes
Asks people to read stories, signs, and notes	Knows how to care for books
Understands that print carries meaning	Shows knowledge of basic print conventions when “reading” picture books
Answers questions about a story that has been read or repeats parts of the story	Pretends to read book titles/simple stories
Chooses a favorite book	Knows specific words related to books such as author and illustrator
Tells stories to others, real and imaginary	
Demonstrates an interest in different types of literature (e.g., nonfiction, poetry)	
<b>(LL.05) Print Awareness and Early Writing</b> <b>Conveys meaning through drawing, letters, and words</b>	
<b>3-4 years</b>	<b>4-5 years</b>
<i>Children begin to engage in writing activities that consist largely of drawing and scribbling. Children begin to recognize symbols have meaning. Later, children begin to draw or “write” to convey an idea, event or story. Children continue to progress in identifying of letters.</i>	<i>Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds. Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.</i>
Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs)	Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion)
Shows an interest in early writing	Identifies some letters and numbers and progresses in the identification of letters
Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories	Uses pretend writing in play as a purposeful activity
Copies simple lines and shapes	Recognizes and/or writes own name on artwork or possessions
Writes some letter-like forms and letters with adult support	Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning
Identifies his/her writing as distinct from his/her drawing	Recognizes that letters of the alphabet have distinct sound(s) associated with them
Labels a drawing with several randomly placed, letter-like shapes	Attends to the beginning letters in sounds and words
Recognizes that the letters of the alphabet are a special category of visual graphics that can be named	Recognizably writes a majority of letters in their name
Shows awareness of letters (sings ABC song, recognizes letter(s) from own name)	Copies environmental print from signs/labels posted around room
Creates writing with the intent of communicating (e.g., makes a pretend list)	Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters)
“Reads” familiar environmental print (e.g., logos, signs)	May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator)
Recognize the letters in their own name	

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<b>Concepts of Print</b> Demonstrate knowledge of the organization and basic concepts of print.			<b>Mastered at Grade 2 and blended with other skills at this grade level.</b>		
	<b>LA.S.K.F.1</b> <i>Demonstrate knowledge of the organization and basic concepts of print.</i>	<b>LA.S.1.F.1</b> <i>Demonstrate knowledge of the organization and basic concepts of print.</i>	<b>LA.S.2.F.1</b> <i>Demonstrate knowledge of the organization and basic concepts of print.</i>			
	<b>LA.S.K.F.1.a</b> a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.	<b>LA.S.1.F.1.a</b> a. Recognize the distinguishing features of a sentence.	<b>LA.S.2.F.1.a</b> a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.			
	<b>LA.S.K.F.1.b</b> b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.					
	<b>LA.S.K.F.1.c</b> c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.					
	<b>LA.S.K.F.1.d</b> d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.					
	<b>Phonological Awareness</b> Demonstrate phonological awareness through oral activities.			<b>Mastered at Grade 2 and blended with other skills at this grade level.</b>		
	<b>LA.S.K.F.2</b> <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	<b>LA.S.1.F.2</b> <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	<b>LA.S.2.F.2</b> <i>Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).</i>			
	<b>LA.S.K.F.2.a</b> a. Segment and count spoken sentences into words.	<b>LA.S.1.F.2.a</b> a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.	<b>LA.S.2.F.2.a</b> a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.			
	<b>LA.S.K.F.2.b</b> b. Recognize and begin to produce oral rhymes.	<b>LA.S.1.F.2.b</b> b. Delete initial and final phonemes in words.	<b>LA.S.2.F.2.b</b> b. Substitute sounds in words with five or more phonemes.			
	<b>LA.S.K.F.2.c</b> c. Count, produce, and segment spoken words into syllables and identify syllable parts.	<b>LA.S.1.F.2.c</b> c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.	<b>LA.S.2.F.2.c</b> c. Delete initial and final phonemes in words including words with blends.			

# Foundations of Reading

Strand		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5
Foundations of Reading	LA.S.K.F.2.d	d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).	LA.S.1.F.2.d	d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'mat'").								
	LA.S.K.F.2.e	e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;.' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").										
	LA.S.K.F.2.f	f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.										
	Phonics and Word Analysis											
	Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.											
	LA.S.K.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.S.1.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.S.2.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.S.3.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.S.4.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.S.5.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
	LA.S.K.F.3.a	a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.	LA.S.1.F.3.a	a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.	LA.S.2.F.3.a	a. Decode words with variable vowel teams and vowel diphthongs.	LA.S.3.F.3.a	a. Decode words with common Latin suffixes.	LA.S.4.F.3.a	a. Decode words with common Latin derived words.	LA.S.5.F.3.a	a. Decode words with common Greek derived words.
	LA.S.K.F.3.b	b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.	LA.S.1.F.3.b	b. Decode and encode simple words with r-controlled vowels.	LA.S.2.F.3.b	b. Decode regularly spelled two-syllable words with long vowels.	LA.S.3.F.3.b	b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.	LA.S.4.F.3.b	b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	LA.S.5.F.3.b	b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.
	LA.S.K.F.3.c	c. Decode consonant-vowel-consonant (CVC) words.	LA.S.1.F.3.c	c. Decode and encode regularly spelled one-syllable words.	LA.S.2.F.3.c	c. Decode words with open and closed syllables and consonant -le.	LA.S.3.F.3.c	c. Decode multisyllabic words.				
	LA.S.K.F.3.d	d. Encode consonant-vowel-consonant (CVC) words.	LA.S.1.F.3.d	d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.	LA.S.2.F.3.d	d. Decode words with common Anglo roots and suffixes.						
	LA.S.K.F.3.e	e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	LA.S.1.F.3.e	e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.	LA.S.2.F.3.e	e. Decode words with silent letter combinations.						



Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		LA.S.1.F.3.f f. Decode and encode words with inflectional endings.				
		LA.S.1.F.3.g g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				
		LA.S.1.F.3.h h. Recognize and read grade-appropriate, irregularly spelled words.				
	<b>Fluency</b> Read grade-level texts with sufficient accuracy and fluency to support comprehension.					
	LA.S.K.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.1.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.2.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.3.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.4.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.S.5.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.
	LA.S.K.F.4.a a. Recognize upper and lowercase letters automatically and accurately.	LA.S.1.F.4.a a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.	LA.S.2.F.4.a a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.	LA.S.3.F.4.a a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	LA.S.4.F.4.a a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	LA.S.5.F.4.a a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.
	LA.S.K.F.4.b b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.	LA.S.1.F.4.b b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	LA.S.2.F.4.b b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	LA.S.3.F.4.b b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	LA.S.4.F.4.b b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	LA.S.5.F.4.b b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.
	LA.S.K.F.4.c c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).			LA.S.3.F.4.c c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).		
	<b>Central Ideas and Details</b> Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.					
	LA.S.K.RP.1 With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	LA.S.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	LA.S.2.RP.1 Recount narratives and determine their central message, lesson, or moral.	LA.S.3.RP.1 Identify the central message or lesson in a literary text and explain how key details support that idea.	LA.S.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.	LA.S.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.
Poetry	LA.S.K.RP.2 With prompting and support, identify main character(s), setting, and important events in a literary text.	LA.S.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.	LA.S.2.RP.2 Describe characters and how they interact with one another.	LA.S.3.RP.2 Explain how characters respond to major events and challenges in a literary text.	LA.S.4.RP.2 Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	LA.S.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.
	<b>Author's Craft</b> Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.					
	LA.S.K.RP.3 With prompting and support, define the role of author and illustrator in a literary text.	LA.S.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.	LA.S.2.RP.3 Determine and explain who is telling a story within and across literary texts.	LA.S.3.RP.3 Determine and explain the point of view in a literary text.	LA.S.4.RP.3 Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	LA.S.5.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary text.

Strand	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	LA.S.K.RP.4	With prompting and support, identify the basic characteristics of literary text.	LA.S.1.RP.4	Identify the basic characteristics of literary text, drawing on a wide range of text types.	LA.S.2.RP.4	Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	LA.S.3.RP.4	Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	LA.S.4.RP.4	Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	LA.S.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.
Reading Prose and Poetry	<b>Knowledge and Ideas</b> Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.											
	LA.S.K.RP.5	With prompting and support, compare and contrast the experiences of characters in familiar stories.	LA.S.1.RP.5	Compare and contrast the experiences of characters in familiar stories.	LA.S.2.RP.5	Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	LA.S.3.RP.5	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).	LA.S.4.RP.5	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	LA.S.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.
	LA.S.K.RP.6	With prompting and support, ask and answer questions about key details in a literary text.	LA.S.1.RP.6	Ask and answer questions about key details in a literary text.	LA.S.2.RP.6	Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	LA.S.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.	LA.S.4.RP.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	LA.S.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
	LA.S.K.RP.7	With prompting and support, make connections between own experiences and other cultures in literary texts.	LA.S.1.RP.7	Make connections between own experiences and other cultures in literary texts.	LA.S.2.RP.7	Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	LA.S.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	LA.S.4.RP.7	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	LA.S.5.RP.7	Explain the relationships (regional, national, and/or multicultural) between two or more characters, events, or ideas in a range of literary texts.
	<b>Range of Reading and Level of Text Complexity</b> Read and comprehend complex, grade-level literary texts independently and proficiently.											
	LA.S.K.RP.8	Actively engage in group reading activities with purpose and understanding.	LA.S.1.RP.8	With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	LA.S.2.RP.8	With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	LA.S.3.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	LA.S.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	LA.S.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.
	<b>Central Ideas and Details</b> Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.											
	LA.S.K.RI.1	With prompting and support, identify the main topic and key details in an informational text.	LA.S.1.RI.1	Identify the main topic and key details in an informational text.	LA.S.2.RI.1	Identify the main topic and key details in a multi-paragraph text.	LA.S.3.RI.1	Identify the central idea and explain how key details support that idea.	LA.S.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.	LA.S.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.
Informational Text	LA.S.K.RI.2	With prompting and support, identify key individuals, events, or pieces of information in an informational text.	LA.S.1.RI.2	Identify key individuals, events, or pieces of information in an informational text.	LA.S.2.RI.2	Describe the connections between individuals, historical events, scientific ideas, or steps in a process.	LA.S.3.RI.2	Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.	LA.S.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.	LA.S.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.
	<b>Author's Craft</b> Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.											
	LA.S.K.RI.3	With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.	LA.S.1.RI.3	Define the role of the author and illustrator in presenting the ideas or information in a text.	LA.S.2.RI.3	Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.	LA.S.3.RI.3	Determine and explain the author's purpose in an informational text.	LA.S.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.	LA.S.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading Information	LA.S.K.RI.4 With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.	LA.S.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.	LA.S.2.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	LA.S.3.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.	LA.S.4.RI.4 Describe the overall structure of an informational text and how it contributes to meaning.	LA.S.5.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.					
	LA.S.K.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.	LA.S.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.	LA.S.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.	LA.S.3.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.	LA.S.4.RI.5 Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.	LA.S.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
	LA.S.K.RI.6 With prompting and support, explain the difference between facts and opinions about a topic.	LA.S.1.RI.6 Identify an author's opinion(s) about a text.	LA.S.2.RI.6 Explain an author's opinion(s) and supporting evidence from the text.	LA.S.3.RI.6 Identify an author's claim(s) and explain how the author supports the claim(s) in the text.	LA.S.4.RI.6 Identify an author's claim(s) and explain how the author supports the claim in the text.	LA.S.5.RI.6 Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
	LA.S.K.RI.7 With prompting and support, make connections between own experiences and other cultures in informational texts.	LA.S.1.RI.7 Make connections between own experiences and other cultures in informational texts.	LA.S.2.RI.7 Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	LA.S.3.RI.7 Compare and contrast topics and/or patterns of events in a range of informational texts.	LA.S.4.RI.7 Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.	LA.S.5.RI.7 Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
	Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.					
	LA.S.K.RI.8 Actively engage in group reading activities with purpose and understanding.	LA.S.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.	LA.S.2.RI.8 With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.	LA.S.3.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.	LA.S.4.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.	LA.S.5.RI.8 Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.
	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.					
LA.S.K.V.1 Recognize and use conversational and grade-level academic vocabulary.	LA.S.1.V.1 Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.	LA.S.2.V.1 Recognize and use conversational and grade-level academic vocabulary.	LA.S.3.V.1 Acquire and use grade-level academic vocabulary appropriately.	LA.S.4.V.1 Acquire and use grade-level academic vocabulary appropriately.	LA.S.5.V.1 Acquire and use grade-level academic vocabulary appropriately.	
LA.S.K.V.1.a a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).	LA.S.1.V.1.a a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.S.2.V.1.a a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.S.3.V.1.a a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.S.4.V.1.a a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.	LA.S.5.V.1.a a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.	
LA.S.K.V.1.b b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.	LA.S.1.V.1.b b. Use commonly occurring affixes to determine the meaning of unknown words.	LA.S.2.V.1.b b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	LA.S.3.V.1.b b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	LA.S.4.V.1.b b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).	LA.S.5.V.1.b b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.	
LA.S.K.V.1.c c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.	LA.S.1.V.1.c c. Identify commonly occurring root words and their inflectional forms.	LA.S.2.V.1.c c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).	LA.S.3.V.1.c c. Use known root words to determine the meaning of unknown words (e.g., company, companion).	LA.S.4.V.1.c c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.	LA.S.5.V.1.c c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.	

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary		d. Determine the meanings of key words and phrases using provided reference materials and classroom resources. LA.S.1.V.1.d	d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse). LA.S.2.V.1.d	d. Determine the meanings of key words and phrases using reference materials and classroom resources. LA.S.3.V.1.d		
			e. Determine the meanings of key words and phrases using provided reference materials and classroom resources. LA.S.2.V.1.e			
	<b>Context and Connotation</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.					
	LA.S.K.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.1.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.2.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.3.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.4.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	LA.S.5.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
	LA.S.K.V.2.a a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.	LA.S.1.V.2.a a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.	LA.S.2.V.2.a a. Ask and answer questions about key words and phrases to determine their meaning.	LA.S.3.V.2.a a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	LA.S.4.V.2.a a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.	LA.S.5.V.2.a a. Interpret figurative language, including similes and metaphors, in context.
	LA.S.K.V.2.b b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.	LA.S.1.V.2.b b. Define words by their category and simple attributes (e.g., a duck is a bird that swims).	LA.S.2.V.2.b b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).	LA.S.3.V.2.b b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	LA.S.4.V.2.b b. Recognize and explain the meaning of commonly occurring idioms and adages.	LA.S.5.V.2.b b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.
	LA.S.K.V.2.c c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.	LA.S.1.V.2.c c. Ask and answer questions about key words and phrases to determine their meaning.		LA.S.3.V.2.c c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).	LA.S.4.V.2.c c. Use knowledge of words by relating them to their antonyms and synonyms.	LA.S.5.V.2.c c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	LA.S.K.V.2.d d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	LA.S.1.V.2.d d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).				
	<b>Foundations of Writing</b> Apply handwriting skills to communicate ideas and information.			<b>Mastered at Grade 2 and blended with other skills at this grade level.</b>		
	LA.S.K.FW.1 Demonstrate basic handwriting skills.	LA.S.1.FW.1 Demonstrate and apply handwriting skills.	LA.S.2.FW.1 Demonstrate and apply handwriting skills.			
	LA.S.K.FW.1.a a. Identify and match upper and lowercase manuscript letters.	LA.S.1.FW.1.a a. Print all upper and lowercase manuscript letters using correct formation.	LA.S.2.FW.1.a a. Write legibly using correct formation of letters with automaticity and proper spacing.			
	LA.S.K.FW.1.b b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.	LA.S.1.FW.1.b b. Write the common grapheme (letter or letter group) for each phoneme.				

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	LA.S.K.FW.1.c c. Write left to right and use appropriate spacing between letters and words.	LA.S.1.FW.1.c c. Use appropriate spacing between letters and words.				
	LA.S.K.FW.2 Demonstrate sound-letter concepts when writing.	LA.S.1.FW.2 Demonstrate sound-letter concepts when writing.	LA.S.2.FW.2 Demonstrate sound-letter concepts when writing.			
	LA.S.K.FW.2.a a. Segment phonemes orally in single-syllable words.	LA.S.1.FW.2.a a. Segment phonemes in two- and three-phoneme syllables.	LA.S.2.FW.2.a a. Write common graphemes (letters or letter groups) for each phoneme.			
	LA.S.K.FW.2.b b. Demonstrate understanding that syllables are organized around vowel sounds.	LA.S.1.FW.2.b b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.				
	LA.S.K.FW.2.c c. Form upper and lowercase manuscript letters using reference materials and classroom resources.					
	LA.S.K.FW.2.d d. Write left to right and use appropriate spacing between letters and words.					
<b>Production of Writing</b>						
Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.						
	LA.S.K.W.1 With prompting and support, form and use complete simple sentences in shared language activities.	LA.S.1.W.1 Write and expand grammatically correct simple sentences and paragraphs.	LA.S.2.W.1 Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory) and paragraphs.	LA.S.3.W.1 Write paragraphs using a variety of sentence types.	LA.S.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.	LA.S.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
	LA.S.K.W.1.a a. Capitalize the first word in a sentence and the pronoun I.	LA.S.1.W.1.a a. Capitalize proper nouns (e.g., days of the week, names of people).	LA.S.2.W.1.a a. Capitalize proper nouns (e.g., holidays, countries, product names).	LA.S.3.W.1.a a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.	LA.S.4.W.1.a a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	LA.S.5.W.1.a a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
	LA.S.K.W.1.b b. Recognize and name end punctuation.	LA.S.1.W.1.b b. Use end punctuation, commas in dates, and commas to separate single words in a series.	LA.S.2.W.1.b b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	LA.S.3.W.1.b b. Use commas in addresses and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	LA.S.4.W.1.b b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.	LA.S.5.W.1.b b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.

## Writing

Strand		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5
Writing	LA.S.K.W.1.c	c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	LA.S.1.W.1.c	c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.	LA.S.2.W.1.c	c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.	LA.S.3.W.1.c	c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	LA.S.4.W.1.c	c. Identify and use simple appositive phrases.	LA.S.5.W.1.c	c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.
	LA.S.K.W.1.d	d. Form regular plural nouns by adding /s/ or /es/.	LA.S.1.W.1.d	d. Form and use regular and frequently occurring irregular plural nouns.	LA.S.2.W.1.d	d. Maintain consistent verb tense across sentences or paragraphs.	LA.S.3.W.1.d	d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.	LA.S.4.W.1.d	d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).	LA.S.5.W.1.d	d. Distinguish between and use types of adjectives (e.g., comparative, superlative).
	LA.S.K.W.1.e	e. Use interrogatives to ask questions.	LA.S.1.W.1.e	e. Use subject-verb agreement in simple and compound sentences.			LA.S.3.W.1.e	e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.	LA.S.4.W.1.e	e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they' re).	LA.S.5.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
	LA.S.K.W.1.f	f. Use subject-verb agreement in simple sentences.					LA.S.3.W.1.f	f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	LA.S.4.W.1.f	f. Identify and revise fragment and run-on sentences in speaking and writing.		
							LA.S.3.W.1.g	g. Use frequently occurring prepositions and prepositional phrases.				
	LA.S.K.W.2	With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.	LA.S.1.W.2	Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.S.2.W.2	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.S.3.W.2	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.S.4.W.2	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.S.5.W.2	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
	LA.S.K.W.2.a	a. Use prewriting activities and resources to generate ideas.	LA.S.1.W.2.a	a. Use prewriting activities and resources to generate and organize ideas.	LA.S.2.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.S.3.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.S.4.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.S.5.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.
	LA.S.K.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.1.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.2.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.3.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.4.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	LA.S.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
	LA.S.K.W.2.c	c. Use feedback from others to improve writing and/or add details.	LA.S.1.W.2.c	c. Use feedback from others to improve writing and/or add details.	LA.S.2.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.S.3.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.S.4.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	LA.S.5.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
	LA.S.K.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA.S.1.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA.S.2.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.S.3.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.S.4.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	LA.S.5.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
	LA.S.K.W.2.e	e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.	LA.S.1.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.2.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA.S.3.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	LA.S.4.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	LA.S.5.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).



Strand	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
				LA.S.2.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.3.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.4.W.2.f	f. Use appropriate print and digital/ multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	LA.S.5.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
	Modes of Writing											
	Write in a variety of modes for a variety of purposes and audiences across disciplines.											
	LA.S.K.W.3	With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating,	LA.S.1.W.3	With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.	LA.S.2.W.3	Write personal or fictional narratives that retell two or more appropriately sequenced events.	LA.S.3.W.3	Write creative and/or expressive pieces that describe a well-developed event or experience.	LA.S.4.W.3	Write creative and/or expressive pieces that describe a well-developed event or experience.	LA.S.5.W.3	Write creative and/or expressive pieces that describe a well-developed event or experience.
			LA.S.1.W.3.a	a. Include some relevant details.	LA.S.2.W.3.a	a. Include relevant details about characters and settings.	LA.S.3.W.3.a	a. Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s).	LA.S.4.W.3.a	a. Establish a situation and introduce a narrator and/or character(s).	LA.S.5.W.3.a	a. Establish a situation and introduce a narrator and/or characters.
			LA.S.1.W.3.b	b. Use time order words to signal sequence of events.	LA.S.2.W.3.b	b. Use time order words to signal a sequence of events.	LA.S.3.W.3.b	b. Include descriptive details about characters, events, or settings.	LA.S.4.W.3.b	b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.	LA.S.5.W.3.b	b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
			LA.S.1.W.3.c	c. Provide a sense of closure.	LA.S.2.W.3.c	c. Provide a sense of closure.	LA.S.3.W.3.c	c. Use words and phrases to signal a sequence of events.	LA.S.4.W.3.c	c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.	LA.S.5.W.3.c	c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.
							LA.S.3.W.3.d	d. Provide a closure related to the creative or expressive event or experience.	LA.S.4.W.3.d	d. Provide a conclusion related to the creative or expressive event or experience.	LA.S.5.W.3.d	d. Provide a conclusion related to the creative or expressive event or experience.
	LA.S.K.W.4	With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.	LA.S.1.W.4	With prompting and support, express an opinion about a topic or text and provide a supporting reason.	LA.S.2.W.4	Express an opinion and provide supporting reasons.	LA.S.3.W.4	Write opinion pieces with supporting reasons and/or evidence.	LA.S.4.W.4	Write opinion pieces that explain a perspective with supporting reasons and/or evidence.	LA.S.5.W.4	Write opinion pieces that explain a perspective with supporting reasons and evidence.
			LA.S.1.W.4.a	a. Introduce a topic or text.	LA.S.2.W.4.a	a. Introduce a topic or text.	LA.S.3.W.4.a	a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.	LA.S.4.W.4.a	a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.	LA.S.5.W.4.a	a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.
			LA.S.1.W.4.b	b. State an opinion and provide a reason to support the opinion.	LA.S.2.W.4.b	b. State an opinion and provide reasons to support the opinion.	LA.S.3.W.4.b	b. Use linking words and phrases to connect opinions and reasons.	LA.S.4.W.4.b	b. Use facts and details to support reasons and/or evidence.	LA.S.5.W.4.b	b. Use facts and details to support reasons and/or evidence.
			LA.S.1.W.4.c	c. Provide a sense of closure.	LA.S.2.W.4.c	c. Provide a concluding statement or section.	LA.S.3.W.4.c	c. Provide a concluding statement or section related to the opinion.	LA.S.4.W.4.c	c. Use linking words and phrases to connect ideas.	LA.S.5.W.4.c	c. Use words, phrases, and key vocabulary to connect ideas.
									LA.S.4.W.4.d	d. Provide a concluding statement or section related to the opinion.	LA.S.5.W.4.d	d. Provide a concluding statement or section related to the perspective.

Strand		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5
	LA.S.K.W.5	With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating,	LA.S.1.W.5	With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.	LA.S.2.W.5	Write informative/explanatory pieces about a topic or text with supporting facts and details.	LA.S.3.W.5	Write informative/explanatory pieces to examine a topic or text and convey ideas and information.	LA.S.4.W.5	Write informative/explanatory pieces to examine a topic or text and convey ideas and information.	LA.S.5.W.5	Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
			LA.S.1.W.5.a	a. Introduce a topic.	LA.S.2.W.5.a	a. Introduce a topic or text.	LA.S.3.W.5.a	a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.	LA.S.4.W.5.a	a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.	LA.S.5.W.5.a	a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
			LA.S.1.W.5.b	b. Develop a topic using supporting facts and details.	LA.S.2.W.5.b	b. Develop a topic with facts, details, and definitions.	LA.S.3.W.5.b	b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.	LA.S.4.W.5.b	b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	LA.S.5.W.5.b	b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
			LA.S.1.W.5.c	c. Use words and phrases related to the topic.	LA.S.2.W.5.c	c. Use words and phrases related to the topic.	LA.S.3.W.5.c	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	LA.S.4.W.5.c	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	LA.S.5.W.5.c	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
			LA.S.1.W.5.d	d. Provide a sense of closure.	LA.S.2.W.5.d	d. Provide a concluding statement or section.	LA.S.3.W.5.d	d. Provide a concluding statement or section related to the topic.	LA.S.4.W.5.d	d. Provide a concluding statement or section related to the information or explanation(s).	LA.S.5.W.5.d	d. Provide a concluding statement or section related to the information or explanation(s).
	LA.S.K.W.6	With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.	LA.S.1.W.6	With prompting and support, identify information from provided sources to answer a question.	LA.S.2.W.6	Locate information from provided sources to answer questions about a topic.	LA.S.3.W.6	Locate evidence from literary and/or informational text sources to answer questions about a topic.	LA.S.4.W.6	Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.	LA.S.5.W.6	Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.
			LA.S.1.W.6.a	a. Retell or recall information from provided sources.	LA.S.2.W.6.a	a. Retell information from provided sources to support ideas while avoiding plagiarism.	LA.S.3.W.6.a	a. Paraphrase information from sources to support ideas while avoiding plagiarism.	LA.S.4.W.6.a	a. Paraphrase information and evidence to support ideas while avoiding plagiarism.	LA.S.5.W.6.a	a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
			LA.S.1.W.6.b	b. Use provided print and/or digital tools to gather information and ideas to answer questions.	LA.S.2.W.6.b	b. Identify print and digital tools to gather information and ideas and answer questions.	LA.S.3.W.6.b	b. Identify print and digital tools to gather information and ideas to answer questions.	LA.S.4.W.6.b	b. Identify print and digital tools to gather information and evidence.	LA.S.5.W.6.b	b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
			LA.S.1.W.6.c	c. Sort evidence and information into categories.	LA.S.2.W.6.c	c. Sort evidence and information into categories.	LA.S.3.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	LA.S.4.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	LA.S.5.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
			LA.S.1.W.6.d	d. Use provided print and/or digital tools to gather information and ideas and to answer questions.	LA.S.2.W.6.d	d. Demonstrate academic integrity by referencing sources in writing and speaking.	LA.S.3.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	LA.S.4.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	LA.S.5.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.



Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). LA.S.1.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.2.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.3.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.4.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.5.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.5.W.6.e
Speaking and Listening	<b>Comprehension and Collaboration</b> Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.					
	LA.S.K.SL.1 With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.	LA.S.1.SL.1 Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.	LA.S.2.SL.1 Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.	LA.S.3.SL.1 Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.	LA.S.4.SL.1 Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.	LA.S.5.SL.1 Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.
	LA.S.K.SL.1.a a. Ask pertinent questions to acquire or confirm information.	LA.S.1.SL.1.a a. Ask pertinent questions to acquire or confirm information.	LA.S.2.SL.1.a a. Ask pertinent questions to acquire or confirm information.	LA.S.3.SL.1.a a. Ask relevant questions to build on ideas and acquire or confirm information.	LA.S.4.SL.1.a a. Ask relevant questions to build on ideas or acquire or confirm information.	LA.S.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
	LA.S.K.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.1.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.2.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.3.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.	LA.S.4.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.S.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	LA.S.K.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.1.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.2.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.3.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.4.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.S.5.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	LA.S.K.SL.1.d d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.S.1.SL.1.d d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.S.2.SL.1.d d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.S.3.SL.1.d d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	LA.S.4.SL.1.d d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	LA.S.5.SL.1.d d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).
	LA.S.K.SL.1.e e. Complete a task following one/two-step directions.	LA.S.1.SL.1.e e. Complete a task following one/two-step directions.	LA.S.2.SL.1.e e. Complete a task following multi-step directions.	LA.S.3.SL.1.e e. Complete a task following multi-step directions.	LA.S.4.SL.1.e e. Complete a task following multi-step directions.	LA.S.5.SL.1.e e. Complete a task following multi-step directions.
	<b>Presentation of Knowledge and Ideas</b> Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.					
	LA.S.K.SL.2 With prompting and support, describe familiar people, places, things, and events, and provide additional detail.	LA.S.1.SL.2 Tell a story or recount experiences with appropriate facts and pertinent descriptive details.	LA.S.2.SL.2 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.	LA.S.3.SL.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	LA.S.4.SL.2 Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.	LA.S.5.SL.2 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.
	LA.S.K.SL.2.a a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.	LA.S.1.SL.2.a a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.	LA.S.2.SL.2.a a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.	LA.S.3.SL.2.a a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.	LA.S.4.SL.2.a a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.	LA.S.5.SL.2.a a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.

Strand		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5
	LA.S.K.SL.2.b	b. Convey a personal perspective with clear reasons.	LA.S.1.SL.2.b	b. Convey a personal perspective with clear reasons.	LA.S.2.SL.2.b	b. Convey a personal perspective with clear reasons.	LA.S.3.SL.2.b	b. Convey a perspective with clear reasoning and support.	LA.S.4.SL.2.b	b. Convey a perspective with clear reasoning and support.	LA.S.5.SL.2.b	b. Convey a perspective with clear reasoning and support.
	LA.S.K.SL.2.c	c. Explain the purpose of information being presented.	LA.S.1.SL.2.c	c. With prompting and support, explain the purpose of information being presented.	LA.S.2.SL.2.c	c. Explain the purpose and credibility of information being presented.	LA.S.3.SL.2.c	c. Identify the purpose and credibility of information being presented.	LA.S.4.SL.2.c	c. Identify the purpose and credibility of information being presented.	LA.S.5.SL.2.c	c. Identify the purpose and credibility of information being presented.
	LA.S.K.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	LA.S.1.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	LA.S.2.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	LA.S.3.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.S.4.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.S.5.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
	LA.S.K.SL.2.e	e. Use appropriate visual and/or digital tools to support verbal communication.	LA.S.1.SL.2.e	e. Use appropriate visual and/or digital tools to support verbal communication.	LA.S.2.SL.2.e	e. Use appropriate visual and/or digital tools to support verbal communication.	LA.S.3.SL.2.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA.S.4.SL.2.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA.S.5.SL.2.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9	Grades 10	Grades 11	Grades 12
<b>FOUNDATIONS OF READING</b>	<b>Concepts of Print</b>	<b>Foundations of Reading mastered in K-5 (Grade 6-12 starts at Reading Prose &amp; Poetry)</b>						
	<b>Phonological Awareness</b>	<b>Mastered at Grade 2 and blended with other skills at this grade level.</b>						
	<b>Phonics and Word Analysis</b> Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.	<b>Mastered at Grade 2 and blended with other skills at this grade level.</b>						
	<b>LA.5.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.							
	<b>LA.5.F.3.a</b> a. Decode words with common Greek derived words.							
	<b>LA.5.F.3.b</b> b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.							
	<b>Fluency</b> Read grade-level texts with sufficient accuracy and fluency to support	<b>Mastered at Grade 2 and blended with other skills at this grade level.</b>						
	<b>LA.5.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.							
	<b>LA.5.F.4.a</b> a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.							
	<b>LA.5.F.4.b</b> b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.							
<b>Reading Prose and Poetry</b>	<b>Central Ideas and Details</b> Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.							
	<b>LA.5.RP.1</b> Explain the theme in a literary text and how it is conveyed through key details.	<b>LA.6.RP.1</b> Determine the implied or explicit theme of a literary text and how it develops over the course of a text.	<b>LA.7.RP.1</b> Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	<b>LA.8.RP.1</b> Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	<b>LA.9.RP.1</b> Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	<b>LA.10.RP.1</b> Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	<b>LA.11.RP.1</b> Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	<b>LA.12.RP.1</b> Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.
	<b>LA.5.RP.2</b> Compare and contrast two or more characters, settings, or events in a literary text or texts.	<b>LA.6.RP.2</b> Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.	<b>LA.7.RP.2</b> Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	<b>LA.8.RP.2</b> Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	<b>LA.9.RP.2</b> Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	<b>LA.10.RP.2</b> Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	<b>LA.11.RP.2</b> Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	<b>LA.12.RP.2</b> Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.
	<b>Author's Craft</b> Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.							
	<b>LA.5.RP.3</b> Describe how a narrator or speaker's point of view influences the meaning of a literary text.	<b>LA.6.RP.3</b> Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	<b>LA.7.RP.3</b> Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	<b>LA.8.RP.3</b> Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	<b>LA.9.RP.3</b> Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	<b>LA.10.RP.3</b> Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	<b>LA.11.RP.3</b> Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	<b>LA.12.RP.3</b> Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.
	<b>LA.5.RP.4</b> Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	<b>LA.6.RP.4</b> Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).	<b>LA.7.RP.4</b> Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	<b>LA.8.RP.4</b> Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	<b>LA.9.RP.4</b> Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	<b>LA.10.RP.4</b> <del>Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.</del> <b>LA.10.RP.4</b> Analyze how an author uses text structure and literary devices (allegory, motif, symbolism, etc.) to contribute to the overall meaning or aesthetic of a literary text.	<b>LA.11.RP.4</b> Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	<b>LA.12.RP.4</b> Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.
	<b>Knowledge and Ideas</b> Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.							
	<b>LA.5.RP.5</b> Compare and contrast the treatment of themes and topics in literary texts of the same genre.	<b>LA.6.RP.5</b> Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.	<b>LA.7.RP.5</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	<b>LA.8.RP.5</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	<b>LA.9.RP.5</b> Analyze how an author draws on and transforms source material in a specific work / uses allusions (e.g., how Shakespeare treats a theme or topic from the Bible).	<b>LA.10.RP.5</b> Analyze how an author draws on and transforms source material in a specific work / uses allusions (e.g., how Shakespeare treats a theme or topic from the Bible).	<b>LA.11.RP.5</b> Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	<b>LA.12.RP.5</b> Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Strand	Reading																
	Grade 5		Grade 6		Grade 7		Grade 8		Grades 9		Grades 10		Grades 11		Grades 12		
	LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	LA.5.6.RP.6	Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	LA.5.7.RP.6	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	LA.5.8.RP.6	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	LA.5.9.RP.6	Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	LA.5.10.RP.6	Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	LA.5.11.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	LA.5.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	
	LA.5.6.RP.7	Explain the relationships (regional, national, and/or multicultural) between two or more characters, events, or ideas in a range of literary texts.	LA.5.6.RP.7	Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	LA.5.7.RP.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.	LA.5.8.RP.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.	LA.5.9.RP.7	Analyze multiple perspectives within and across a wide range of literary texts.	LA.5.10.RP.7	Analyze multiple perspectives within and across a wide range of literary texts.	LA.5.11.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	LA.5.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary texts independently and proficiently.																	
	LA.5.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	LA.5.6.RP.8	Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.7.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.8.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	LA.5.9.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.10.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 10-11 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.11.RP.8	Read and comprehend a wide range of literary texts in the 11-CCR grade band independently and proficiently, with scaffolding as needed at the high end of the range.	LA.5.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	
Reading Informational Text	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.																
	LA.5.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.	LA.5.6.RI.1	Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.	LA.5.7.RI.1	Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.	LA.5.8.RI.1	Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.	LA.5.9.RI.1	Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.	LA.5.10.RI.1	Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.	LA.5.11.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.	LA.5.12.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.	
	LA.5.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas, or concepts, or steps in a process, drawing on supporting details from an informational text or texts.	LA.5.6.RI.2	Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.	LA.5.7.RI.2	Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.	LA.5.8.RI.2	Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.	LA.5.9.RI.2	Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	LA.5.10.RI.2	Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	LA.5.11.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	LA.5.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	
	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.																
	LA.5.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.	LA.5.6.RI.3	Explain how an author establishes and conveys a perspective or purpose in an informational text.	LA.5.7.RI.3	Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.	LA.5.8.RI.3	Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.	LA.5.9.RI.3	Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	LA.5.10.RI.3	Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	LA.5.11.RI.3	Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	LA.5.12.RI.3	Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	
	LA.5.5.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	LA.5.6.RI.4	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	LA.5.7.RI.4	Analyze how the major sections of text contribute to the development of ideas in an informational text.	LA.5.8.RI.4	Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	LA.5.9.RI.4	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	LA.5.10.RI.4	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	LA.5.11.RI.4	Evaluate an author's perspective (accounting for background and time period), purpose, motivation, and/or credibility, and how it contributes to the meaning, significance, tone, or aesthetic of an informational text.	LA.5.12.RI.4	Evaluate an author's perspective (accounting for background and time period), purpose, motivation, and/or credibility, and how it contributes to the meaning, significance, tone, or aesthetic of an informational text.	
	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.																
	LA.5.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.	LA.5.6.RI.5	Compare and contrast one author's presentation of information with that of another.	LA.5.7.RI.5	Analyze how the major sections of text contribute to the development of ideas in an informational text.	LA.5.8.RI.5	Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.	LA.5.9.RI.5	Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.	LA.5.10.RI.5	Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.	LA.5.11.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style, making connections and evaluating relevancy.	LA.5.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style, making connections and evaluating relevancy.	
	LA.5.5.RI.6	Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).	LA.5.6.RI.6	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.	LA.5.7.RI.6	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.	LA.5.8.RI.6	Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.	LA.5.9.RI.6	Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.	LA.5.10.RI.6	Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.	LA.5.11.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	LA.5.12.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	
	LA.5.5.RI.7	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.	LA.5.6.RI.7	Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.	LA.5.7.RI.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.	LA.5.8.RI.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.	LA.5.9.RI.7	Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.	LA.5.10.RI.7	Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.	LA.5.11.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	LA.5.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	
	Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.																
		LA.5.5.RI.8	Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.	LA.5.6.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.7.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.8.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	LA.5.9.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.10.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 10-11 grade band proficiently, with scaffolding as needed at the high end of the range.	LA.5.11.RI.8	Read and comprehend a wide range of informational texts in the 11-CCR grade band independently and proficiently, with scaffolding as needed at the high end of the range.	LA.5.12.RI.8	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.
Acquisition and Use	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.																
	LA.5.5.V.1	Acquire and use grade-level academic vocabulary appropriately.	LA.5.6.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.7.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.8.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.9.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.10.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.11.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.12.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	
	LA.5.5.V.1	Acquire and use grade-level academic vocabulary appropriately.	LA.5.6.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.7.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.8.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.9.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.10.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.11.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.12.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	
	LA.5.5.V.1	Acquire and use grade-level academic vocabulary appropriately.	LA.5.6.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.7.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.8.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.9.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.10.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.11.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	LA.5.12.V.1	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.	

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9	Grades 10	Grades 11	Grades 12
Vocabulary	a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. <b>LA.5.5.V.1.a</b>	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. <b>LA.6.5.V.1.a</b>	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. <b>LA.7.5.V.1.a</b>	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. <b>LA.8.5.V.1.a</b>	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. <b>LA.M.9.V.1.a</b>	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. <b>LA.S.10.V.1.a</b>	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. <b>LA.M.11.V.1.a</b>	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. <b>LA.S.12.V.1.a</b>
	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. <b>LA.5.5.V.1.b</b>	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). <b>LA.6.5.V.1.b</b>	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). <b>LA.7.5.V.1.b</b>	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede). <b>LA.8.5.V.1.b</b>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis). <b>LA.M.9.V.1.b</b>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis). <b>LA.S.10.V.1.b</b>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). <b>LA.M.11.V.1.b</b>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). <b>LA.S.12.V.1.b</b>
	c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources. <b>LA.5.5.V.1.c</b>	c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words. <b>LA.6.5.V.1.c</b>	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words. <b>LA.7.5.V.1.c</b>	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words. <b>LA.8.5.V.1.c</b>	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech, or etymology of words. <b>LA.M.9.V.1.c</b>	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech, or etymology of words. <b>LA.S.10.V.1.c</b>	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech, or etymology of words. <b>LA.M.11.V.1.c</b>	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech, or etymology of words. <b>LA.S.12.V.1.c</b>
	<b>Context and Connotation</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.							
	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.5.5.V.2</b>	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.6.5.V.2</b>	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.7.5.V.2</b>	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.8.5.V.2</b>	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.M.9.V.2</b>	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.S.10.V.2</b>	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.M.11.V.2</b>	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <b>LA.S.12.V.2</b>
	a. Interpret figurative language, including similes and metaphors, in context. <b>LA.5.5.V.2.a</b>	a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. <b>LA.6.5.V.2.a</b>	a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. <b>LA.7.5.V.2.a</b>	a. Interpret figures of speech (e.g., verbal irony, puns) in context. <b>LA.8.5.V.2.a</b>	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. <b>LA.M.9.V.2.a</b>	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. <b>LA.S.10.V.2.a</b>	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. <b>LA.M.11.V.2.a</b>	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. <b>LA.S.12.V.2.a</b>
	b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. <b>LA.5.5.V.2.b</b>	b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). <b>LA.6.5.V.2.b</b>	b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). <b>LA.7.5.V.2.b</b>	b. Determine the relationship between particular words to better understand each of the words. <b>LA.8.5.V.2.b</b>	b. Analyze nuances in the meanings of words with similar denotations. <b>LA.M.9.V.2.b</b>	b. Analyze nuances in the meanings of words with similar denotations. <b>LA.S.10.V.2.b</b>	b. Analyze nuances in the meanings of words with similar denotations. <b>LA.M.11.V.2.b</b>	b. Analyze nuances in the meanings of words with similar denotations. <b>LA.S.12.V.2.b</b>
	c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <b>LA.5.5.V.2.c</b>	c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty). <b>LA.6.5.V.2.c</b>	c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic). <b>LA.7.5.V.2.c</b>	c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute). <b>LA.8.5.V.2.c</b>				
<b>Foundations of Writing</b> <b>Mastered at Grade 2</b>								
<b>Production of Writing</b> Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.								
	Create grammatically correct multi-paragraph compositions with varied sentence structures. <b>LA.5.W.1</b>	Create grammatically correct multi-paragraph compositions with varied sentence structures. <b>LA.6.W.1</b>	Create grammatically correct multi-paragraph compositions with varied sentence structures. <b>LA.7.W.1</b>	Create grammatically correct multi-paragraph compositions with varied sentence structures. <b>LA.8.W.1</b>	Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language. <b>LA.M.9.W.1</b>	Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language. <b>LA.S.10.W.1</b>	Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language. <b>LA.M.11.W.1</b>	Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language. <b>LA.S.12.W.1</b>
	a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works. <b>LA.5.W.1.a</b>	a. Apply knowledge of rules for capitalization. <b>LA.6.W.1.a</b>	a. Apply knowledge of rules for capitalization. <b>LA.7.W.1.a</b>	a. Apply knowledge of rules for capitalization. <b>LA.8.W.1.a</b>	a. Apply knowledge of rules for capitalization. <b>LA.M.9.W.1.a</b>	a. Apply knowledge of rules for capitalization. <b>LA.S.10.W.1.a</b>	a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. <b>LA.M.11.W.1.a</b>	a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. <b>LA.S.12.W.1.a</b>
	b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. <b>LA.5.W.1.b</b>	b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses. <b>LA.6.W.1.b</b>	b. Use a comma to separate coordinate adjectives. <b>LA.7.W.1.b</b>	b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break or an ellipsis to indicate an omission. <b>LA.8.W.1.b</b>	b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. <b>LA.M.9.W.1.b</b>	b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. <b>LA.S.10.W.1.b</b>	b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. <b>LA.M.11.W.1.b</b>	b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. <b>LA.S.12.W.1.b</b>
	c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions. <b>LA.5.W.1.c</b>	c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses. <b>LA.6.W.1.c</b>	c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative). <b>LA.7.W.1.c</b>	c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives). <b>LA.8.W.1.c</b>	c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. <b>LA.M.9.W.1.c</b>	c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. <b>LA.S.10.W.1.c</b>		
	d. Distinguish between and use types of adjectives (e.g., comparative, superlative). <b>LA.5.W.1.d</b>	d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing. <b>LA.6.W.1.d</b>	d. Use a variety of prepositional and appositive phrases in sentences and paragraphs. <b>LA.7.W.1.d</b>	d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative). <b>LA.8.W.1.d</b>	d. Select and use verbs with appropriate voice and mood. <b>LA.M.9.W.1.d</b>	d. Select and use verbs with appropriate voice and mood. <b>LA.S.10.W.1.d</b>		
	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. <b>LA.5.W.1.e</b>	e. Identify and use verb tenses (e.g., progressive). <b>LA.6.W.1.e</b>	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. <b>LA.7.W.1.e</b>	e. Use appropriate parallel structure in words, phrases, and clauses. <b>LA.8.W.1.e</b>	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure. <b>LA.M.9.W.1.e</b>	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure. <b>LA.S.10.W.1.e</b>		
		f. Distinguish between and use different types of phrases (e.g., prepositional and appositive). <b>LA.6.W.1.f</b>		f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood. <b>LA.8.W.1.f</b>				
		g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. <b>LA.6.W.1.g</b>						
	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.5.W.2</b>	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.6.W.2</b>	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.7.W.2</b>	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.8.W.2</b>	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.M.9.W.2</b>	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.S.10.W.2</b>	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.M.11.W.2</b>	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <b>LA.S.12.W.2</b>
	a. Use prewriting activities and resources to plan, organize, and draft writing. <b>LA.5.W.2.a</b>	a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. <b>LA.6.W.2.a</b>	a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. <b>LA.7.W.2.a</b>	a. Identify and use resources and inquiry tools to plan, organize, and draft writing. <b>LA.8.W.2.a</b>	a. Identify and use resources and inquiry tools to plan, organize, and draft writing. <b>LA.M.9.W.2.a</b>	a. Identify and use resources and inquiry tools to plan, organize, and draft writing. <b>LA.S.10.W.2.a</b>	a. Identify and use resources and inquiry tools to plan, organize, and draft writing. <b>LA.M.11.W.2.a</b>	a. Identify and use resources and inquiry tools to plan, organize, and draft writing. <b>LA.S.12.W.2.a</b>

Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9	Grades 10	Grades 11	Grades 12
Writing	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.5.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.6.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.7.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.8.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.9.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.10.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.11.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. LA.12.5.W.2.b
	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. LA.5.5.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. LA.6.5.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. LA.7.5.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. LA.8.5.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. LA.9.5.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. LA.10.5.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. LA.11.5.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. LA.12.5.W.2.c
	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. LA.5.5.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. LA.6.5.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. LA.7.5.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. LA.8.5.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. LA.9.5.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. LA.10.5.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. LA.11.5.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. LA.12.5.W.2.d
	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). LA.5.5.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.6.5.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.7.5.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.8.5.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.9.5.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.10.5.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.11.5.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.12.5.W.2.e
	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. LA.5.5.W.2.f							
	<b>Modes of Writing</b> Write in a variety of modes for a variety of purposes and audiences across disciplines.							
	Write creative and/or expressive pieces that describe a well-developed event or experience. LA.5.5.W.3	Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. LA.6.5.W.3	Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. LA.7.5.W.3	Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. LA.8.5.W.3	Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience. LA.9.5.W.3	Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience. LA.10.5.W.3	Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience. LA.11.5.W.3	Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience. LA.12.5.W.3
	a. Establish a situation and introduce a narrator and/or characters. LA.5.5.W.3.a	a. Engage and orient the reader by establishing a context and introducing a narrator and/or character (s) and point of view; organize an event sequence that unfolds naturally and logically. LA.6.5.W.3.a	a. Engage and orient the reader by establishing a context and introducing a narrator and/or character (s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically. LA.7.5.W.3.a	a. Engage and orient the reader by establishing a context, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically. LA.8.5.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. LA.9.5.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. LA.10.5.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. LA.11.5.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. LA.12.5.W.3.a
	b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. LA.5.5.W.3.b	b. Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts. LA.6.5.W.3.b	b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts. LA.7.5.W.3.b	b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings. LA.8.5.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. LA.9.5.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. LA.10.5.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. LA.11.5.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. LA.12.5.W.3.b
	c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally. LA.5.5.W.3.c	c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. LA.6.5.W.3.c	c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. LA.7.5.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. LA.8.5.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. LA.9.5.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. LA.10.5.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. LA.11.5.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. LA.12.5.W.3.c
	d. Provide a conclusion related to the creative or expressive event or experience. LA.5.5.W.3.d	d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. LA.6.5.W.3.d	d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. LA.7.5.W.3.d	d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture. LA.8.5.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. LA.9.5.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. LA.10.5.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. LA.11.5.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. LA.12.5.W.3.d
	e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. LA.5.5.W.3.e	e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. LA.6.5.W.3.e	e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. LA.7.5.W.3.e	e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece. LA.8.5.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. LA.9.5.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. LA.10.5.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. LA.11.5.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece. LA.12.5.W.3.e
	Write opinion pieces that explain a perspective with supporting reasons and evidence. LA.5.5.W.4	Write arguments that explain a perspective with supporting reasons and evidence. LA.6.5.W.4	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. LA.7.5.W.4	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. LA.8.5.W.4	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. LA.9.5.W.4	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. LA.10.5.W.4	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. LA.11.5.W.4	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. LA.12.5.W.4
	a. Introduce a topic or text clearly; state an opinion or perspective, and develop a structure in which ideas are grouped logically. LA.5.5.W.4.a	a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically. LA.6.5.W.4.a	a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. LA.7.5.W.4.a	a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. LA.8.5.W.4.a	a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. LA.9.5.W.4.a	a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. LA.10.5.W.4.a	a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. LA.11.5.W.4.a	a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. LA.12.5.W.4.a
	b. Use facts and details to support reasons and/or evidence. LA.5.5.W.4.b	b. Use relevant evidence from two or more credible sources. LA.6.5.W.4.b	b. Explain and cite relevant evidence from multiple credible sources. LA.7.5.W.4.b	b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. LA.8.5.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. LA.9.5.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. LA.10.5.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. LA.11.5.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. LA.12.5.W.4.b
	c. Use words, phrases, and key vocabulary to connect ideas. LA.5.5.W.4.c	c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. LA.6.5.W.4.c	c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim (s) and supporting evidence. LA.7.5.W.4.c	c. Explain and cite relevant evidence from multiple credible sources. LA.8.5.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. LA.9.5.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. LA.10.5.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. LA.11.5.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. LA.12.5.W.4.c
	d. Provide a concluding statement or section related to the perspective. LA.5.5.W.4.d	d. Provide a concluding statement or section that follows from the argument presented. LA.6.5.W.4.d	d. Provide a concluding statement or section that follows from the argument(s) presented. LA.7.5.W.4.d	d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence. LA.8.5.W.4.d	d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. LA.9.5.W.4.d	d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. LA.10.5.W.4.d	d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. LA.11.5.W.4.d	d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. LA.12.5.W.4.d



Strand	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9	Grades 10	Grades 11	Grades 12	
				e. Adapt style and tone appropriate to the norms and conventions of the task and discipline. LA.S.8.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented. LA.M.9.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented. LA.S.10.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented. LA.M.11.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented. LA.S.12.W.4.e	
				f. Provide a conclusion that follows from and supports the argument(s) presented. LA.S.8.W.4.f					
	Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information. LA.S.5.W.5	Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information. LA.S.6.W.5	Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information. LA.S.7.W.5	Write informative/ explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience. LA.S.8.W.5	Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. LA.M.9.W.5	Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. LA.S.10.W.5	Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. LA.M.11.W.5	Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. LA.S.12.W.5	
	a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. LA.S.5.W.5.a	a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. LA.S.6.W.5.a	a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements. LA.S.7.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements. LA.S.8.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. LA.M.9.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. LA.S.10.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. LA.M.11.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. LA.S.12.W.5.a	
	b. Develop the topic with information (e.g., facts, definitions, concrete details, quotations) related to the topic. LA.S.5.W.5.b	b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. LA.S.6.W.5.b	b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. LA.S.7.W.5.b	b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. LA.S.8.W.5.b	b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. LA.M.9.W.5.b	b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. LA.S.10.W.5.b	b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. LA.M.11.W.5.b	b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. LA.S.12.W.5.b	
	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. LA.S.5.W.5.c	c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. LA.S.6.W.5.c	c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. LA.S.7.W.5.c	c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts. LA.S.8.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. LA.M.9.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. LA.S.10.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. LA.M.11.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. LA.S.12.W.5.c	
	d. Provide a concluding statement or section related to the information or explanation(s). LA.S.5.W.5.d	d. Provide a concluding statement or section that follows from the information or explanation(s). LA.S.6.W.5.d	d. Provide a concluding statement or section that follows from the information or explanation(s). LA.S.7.W.5.d	d. Provide a concluding statement or section that follows from the information or explanation(s). LA.S.8.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. LA.M.9.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. LA.S.10.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. LA.M.11.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. LA.S.12.W.5.d	
					e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. LA.M.9.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. LA.S.10.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. LA.M.11.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. LA.S.12.W.5.e	
	Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic. LA.S.5.W.6	Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question. LA.S.6.W.6	Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question. LA.S.7.W.6	Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s). LA.S.8.W.6	Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s). LA.M.9.W.6	Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s). LA.S.10.W.6	Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s). LA.M.11.W.6	Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s). LA.S.12.W.6	
	a. Paraphrase information and evidence to support ideas while avoiding plagiarism. LA.S.5.W.6.a	a. Paraphrase and quote evidence to support ideas while avoiding plagiarism. LA.S.6.W.6.a	a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. LA.S.7.W.6.a	a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. LA.S.8.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. LA.M.9.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. LA.S.10.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. LA.M.11.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. LA.S.12.W.6.a	
	b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. LA.S.5.W.6.b	b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. LA.S.6.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. LA.S.7.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings. LA.S.8.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. LA.M.9.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. LA.S.10.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. LA.M.11.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. LA.S.12.W.6.b	
	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. LA.S.5.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information. LA.S.6.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information. LA.S.7.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information. LA.S.8.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information. LA.M.9.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information. LA.S.10.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information. LA.M.11.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information. LA.S.12.W.6.c	
	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. LA.S.5.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. LA.S.6.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format. LA.S.7.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format. LA.S.8.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). LA.M.9.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). LA.S.10.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). LA.M.11.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). LA.S.12.W.6.d	
	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.5.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.6.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.7.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.8.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.M.9.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.10.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.M.11.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). LA.S.12.W.6.e	
Comprehension and Collaboration									
Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.									
LA.S.5.SL.1	Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.	LA.S.6.SL.1	Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.	LA.S.7.SL.1	Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.	LA.M.9.SL.1	Initiate and participate in structured discussions and collaborations about grade-level topics and texts.	LA.S.10.SL.1	Initiate and participate in structured discussions and collaborations about grade-level topics and texts.
LA.M.11.SL.1	Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new	LA.M.12.SL.1	Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new	LA.S.12.SL.1	Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new	LA.S.12.SL.1	Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new	LA.S.12.SL.1	Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new

Strand	Grade 5				Grade 6				Grade 7				Grade 8				Grades 9				Grades 10				Grades 11				Grades 12			
	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.				a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.				a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.				a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.				a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.				a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.				a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.				a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.			
	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.				b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.				b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.				b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.				b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.				b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.				b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.				b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.			
	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.				c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.				c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.				c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.				c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.				c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.				c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.				c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.			
	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).				d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).				d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).				d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).				d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).				d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).				d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).				d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).			
	e. Complete a task following multi-step directions.				e. Complete a task following multi-step directions.				e. Complete a task following multi-step directions.				e. Complete a task following multi-step directions.				e. Complete a task following multi-step directions.				e. Complete a task following multi-step directions.				e. Complete a task following multi-step directions.				e. Complete a task following multi-step directions.			
Presentation of Knowledge and Ideas																																
Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.																																
	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or				Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.				Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.				Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.				Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.				Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.				Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.				Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.			
	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.				a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.				a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.				a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.				a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.				a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.				a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.				a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.			
	b. Convey a perspective with clear reasoning and support.				b. Convey a perspective with clear reasoning and support.				b. Convey a perspective with clear reasoning and valid evidence.				b. Convey a perspective with clear reasoning and valid evidence.				b. Convey a perspective with clear reasoning and valid evidence.				b. Convey a perspective with clear reasoning and valid evidence.				b. Convey a perspective with clear reasoning and valid evidence.				b. Convey a perspective with clear reasoning and valid evidence.			
	c. Identify the purpose and credibility of information being presented.				c. Analyze the purpose and credibility of information being presented.				c. Analyze the purpose and credibility of information being presented.				c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political), and determine its credibility.				c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.				c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.				c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.				c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.			
	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).				d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).				d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).				d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).				d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).				d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).				d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).				d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).			
	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.				e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.				e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.				e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.				e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.				e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.				e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.				e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.			



# Appendix

## **PK-12 English Language Arts Courses and Electives**

### Introduction

The PK-12 English Language Arts Courses and Electives list on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

### Background

Committees spent a semester completing research and participating in discussions focused on current course offerings, materials, resources, assessment data, and literacy development while working with the 2021 Nebraska English Language Arts Standards and Indicators.

During those discussions, committee members felt it was important to focus on our students being able to serve as literate members of society, whether preparing for college, the workplace, or specialized fields of study.

Discussions led to purposeful decisions to serve the needs of all students. Focus was given to the current proficiency levels of students to ensure all levels of student reading and writing needs were addressed while determining courses needed in today's world.

It was determined to continue to offer the same required courses PK-12th grades. Elective courses were also part of these discussions and decisions were made to abandon, replace, or rewrite a course with the end result being the same number of course options for our students but with some reorganization. Supporting documentation for these decisions is included within the appendix section.

## English Language Arts Courses and Electives

### Elementary

Preschool English Language Arts  
 Kindergarten English Language Arts  
 Grade 1 English Language Arts  
 Grade 2 English Language Arts  
 Grade 3 English Language Arts  
 Grade 4 English Language Arts  
 Grade 5 English Language Arts

### Middle School

English Language Arts 6  
 Honors English 6 (*Bridge to Early College only*)  
 IB English Language Arts 6 (*MNMS only*)  
 Montessori Language Arts 6 (*RMS only*)  
 English Language Arts 7  
 Honors English 7 (*Bridge to Early College only*)  
 IB English Language Arts 7 (*MNMS only*)  
 English Language Arts 8  
 Honors English 8  
 IB English Language Arts 8 (*MNMS only*)  
 IB Honors English 8 (*MNMS only*)  
 Montessori Language Arts 7, 8 (*RMS only*)  
 Creative Writing 6  
[Communications 7](#)  
[Drama 8](#)  
[Popular Literature 6, 7, and 8](#)  
[Reading Workshop 6, 7, and 8](#)

### High School

English 9  
 English 9 Literacy Enrichment  
 Honors English 9  
 English 10  
 English 10 Literacy Enrichment  
 Honors English 10  
 English 11  
 Advanced Placement® English Language and Composition  
 Advanced Placement® English Literature and Composition  
 IB English: Literature HL I (*MNHS only*)  
 IB English: Literature HL II (*MNHS only*)  
 College Writing  
 Contemporary Literature  
[Creative Nonfiction: Writing the World](#)  
 Creative Writing  
 Global Perspectives through Literature  
 IB Film SL (*MNHS only*)  
 IB Film HL I (*MNHS only*)  
 IB Film HL II (*MNHS only*)  
[Intro to Women's Literature](#)  
 Literacy for Life  
 Literature and Film  
 Media Analysis  
 Speech  
 Debate  
 Competitive Speech: Forensics  
 Competitive Debate  
 Theatre Appreciation  
 Theatre Technology  
 Theatre and Performance  
 Advanced Theatre and Performance  
 Intro to Journalism, Photojournalism, and Broadcast  
 Journalism  
 Advanced Journalism  
 Broadcast Journalism  
 Yearbook

## Course Adjustments

Secondary Curriculum Planning Committee ~ February 5, 2025

Current Course	Proposed Change	Notes
Creative Writing 6	<b>Revamp</b>	Keep one iteration of the course but rewrite it to include the best units from all three of our existing Creative Writing courses.
Creative Writing 7	<b>Abandon &amp; replace</b> with Communications 7*	In our annual 8th - 9th grade transition surveys, students claim to feel least prepared for the amount of speaking they are asked to do in high school. We would like to offer a fun, engaging way for students to sharpen their written and oral communication skills before high school.
*NEW	<b>Add Communications 7</b>	
Creative Writing 8	<b>Abandon &amp; replace</b> with Drama 8*	By adding this course, we would be able to teach the Fine Arts Theatre Standards while still allowing students to write and communicate creatively. This would be yet another opportunity to practice speaking prior to the high school years.
*NEW	<b>Add Drama 8</b>	
Success Strategies 6, 7, 8	<b>Restructure &amp; rename</b> as <b>Reading Workshop</b>	Based on the findings from Strategy 1.1, we would like to intervene with more students. Through <i>Language Live</i> and potentially other intervention tools or programs, buildings can structure more sections and more individualized levels of literacy support. The math department can continue to use the Success Strategies course name without confusion between the two areas.
Young Adult Literature 6, 7, 8	<b>Rename</b> as <b>Popular Literature</b>	This course will still be available for avid readers and/or for students who do not wish to take Spanish. Our Curriculum Planning Committee thought that Popular Literature might be a more appealing and descriptive title.
Contemporary Literature	<b>Merge</b> elements of both courses and <b>keep Contemporary Literature as title.</b>	The similarities in these two literature-based courses created a redundancy in our course sequence. By blending them into one, we are able to add another elective to appeal to our student writers. In addition, middle school will now be able to use the concept of Popular Genres as a course for avid readers, titled Popular Literature.
Popular Genres in Literature	<b>Replace</b> Popular Genres with Creative Nonfiction*	
*NEW	<b>Add Creative Nonfiction: Writing the World</b>	
Literacy Enrichment 11	<b>Abandon and replace</b> slot with Intro to Women's Literature*	Because we have altered our Demonstration of Proficiency portfolio for graduation, we can now support these students through co-taught English 11 classes and Literacy for Life, as needed. In addition, remedial courses are not NCAA approved as English credit in the university system. We prefer to replace it with an engaging elective that will count, instead.
*NEW	<b>Add Intro to Women's Literature</b>	
		Intro to Women's Literature is commonly offered at the university level and may potentially serve as a dual-

		enrollment option for us in Millard. This course broadens the literary experience through various genres and themes addressed in works written by female authors.
Literacy for Life	<b>Revamp</b>	As we transition a small number of students through the Literacy Enrichment path, we would like to place more emphasis on real-world reading and more authentic writing and communication opportunities within this existing course.

### Course Descriptions for New Courses

#### **Creative Writing 6**

#### **1 Hexter**

This course is an introduction to creative writing for students who enjoy writing, have fun using powerful words and their imaginations, and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will survey a variety of genres, share their writing, and explore avenues for publishing.

#### **Communications 7**

#### **1 Hexter**

In this interactive (and entertaining!) course, students will develop essential communication skills that will help them in both school and everyday life. From writing clear and effective emails to creating engaging presentations, this class covers a wide range of skills. Students will learn how to express themselves confidently and collaborate effectively. Through hands-on activities, role-playing, and group projects, students will feel more comfortable and prepared to communicate effectively in any situation!

#### **Drama 8**

#### **1 Hexter**

This dynamic and creative drama class will introduce students to the world of performance through reading plays, performing in readers' theatre, exploring poetry, and generating their very own podcasts! Students will have the chance to dive into exciting scripts, act out scenes, and bring stories to life through voice and expression. In addition to traditional theatre, the class will explore the power of poetry, helping students discover how rhythm, language, and emotion can enhance performance and develop confidence. As a unique twist, students will also learn the art of podcasting, where they'll collaborate to write, record, and produce their own audio stories.

#### **Popular Literature 6/7/8**

#### **1, 2, or 3 Hexters**

This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole-class texts and within smaller literature circles. Emphasis will be placed on student choice and active reading while developing critical thinking skills and appreciation of different perspectives.

#### **Reading Workshop 6/7/8**

#### **Schedule varies by building and student need.**

This course will support students with essential reading skills through targeted instruction on foundational skills, reading fluency, word analysis, vocabulary, reading comprehension, grammar, and writing in response to reading. The overall goal of this supplemental course is to build proficient and independent readers as students move through middle school.

*Prerequisite: Administrator recommendation*

#### **Contemporary Literature**

#### **5 Credits**

This course will explore novels written within popular genres of literature during the last few decades. Students will engage in reading, writing, and discussing a variety of genres, including sports literature, mystery, fantasy/science fiction, action/adventure, dystopian literature, and creative nonfiction. Throughout the semester, students will critically examine how and why different genres resonate with audiences and the role literature

plays in their lives. The course will involve reading a variety of novels, some as a class, some in small groups, and others independently. Students will be assessed through a range of methods, such as essays, presentations, journals, creative critical thinking activities, discussions, and blogs, to rigorously respond to the texts.

*Prerequisite: Successful completion of English 11 or Honors English 10*

### **Creative Nonfiction: Writing the World**

### **5 Credits**

In this 21st-century writing course, students explore the art of creative nonfiction—where true stories meet compelling storytelling. Students will read and write about real-life topics by exploring modes such as personal essays, graphic memoirs, travel and nature writing, observational commentary, and more. They will analyze and respond to works that blend narrative, lyricism, imagery, and theme. Students will also experiment with multimodal storytelling, integrating digital elements such as sound, podcasting, animation, and hypertext to enhance their narratives.

*Prerequisite: Successful completion of English 11 or Honors English 10*

### **Intro to Women's Literature**

### **5 Credits**

This course offers a survey of literature written by women in which students explore diverse voices, historical contexts, and themes that have shaped the literary landscape. Students read a variety of writings (fiction, poetry, essays, plays) while studying the social, cultural, economic and political influences that have impacted women throughout literary history. Students respond to these writings analytically, creatively, and personally.

*Prerequisite: Successful completion of English 11 or Honors English 10*

**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of the PK-12 Science Framework

**Meeting Date:** April 14, 2025

**Background/Description:** When the State Board of Education adopts a new framework in a core area, Millard has a year to either adopt such Framework or align to it. The state science standards underwent a significant change in 2017, so this update did not contain many changes. Because science was not due to be in Phase I for Millard this year, a review of the new standards was completed, and a few minor changes were made. Those changes can be seen in the redline version of the matrix in this Framework. In the 2025-2026 school year, a full Curriculum Planning Committee will be convened, and we will begin the process of writing a new Framework.

**Action Desired:** Approval of the PK-12 Science Framework

**Policy / Strategic Plan Reference:** **Strategy 1:** We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students.

**Responsible Person(s):** Heather Phipps, Tony Weers, Andy DeFreece, Julie Shirk, and Amanda Niemiec

**Superintendent's Signature:**



# **PK–12 Science Framework**

Part I: PK-12  
April 14, 2025





**Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, age, or on any other basis prohibited by federal, state, or local laws in admission or access to or treatment of employment in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 4001.2. Complaints by students or parents regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

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## **District Mission and Beliefs Science Philosophy**

### **District Mission:**

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.

### **District Beliefs:**

#### **We believe:**

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- All people are entitled to a safe, caring, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

### **PK-12 Science Philosophy Statement:**

Science education is a systematic process that engages and empowers students to be critical thinkers and problem solvers by gathering, analyzing, and communicating evidence of the natural and engineered world. By incorporating scientific investigations and diverse learning opportunities, students will blend their innate curiosity, skills, and knowledge to meet the challenges of a dynamic world.

### **Academic and College and Career Readiness Essential Learning Outcomes**

This framework aligns with the academic and college and career readiness outcomes approved by the Board of Education in Rule 6110.

## Science Curriculum Planning Committee Members 2017-2018

### Elementary

Lisa Bartels - 5th grade, Montclair  
 Bethany Case - Administrator, Cather  
 Dayna Derichs - Teacher Librarian, Wheeler  
 Savannah Dinslage - 1st grade, Ezra Millard  
 Jeremy Fleming - 3rd grade, Wheeler  
 Nikki Frenche - 1st grade, Abbott  
 Erin Gonzalez - Administrator, Harvey Oaks  
 Carrie Grove - Kindergarten, Norris  
 Kelli Hasenjager - 5th grade Primary Years Program, Aldrich  
 Briana Holthaus - 4th grade, Wheeler  
 Alicia Judernatz - 3rd grade, Rohwer  
 Alicia Kotlarz - Administrator, Montclair  
 Stephanie Kurz - 4th grade, Holling Heights  
 Tracy Logan - Administrator, Wheeler  
 Erin Maguire - Kindergarten, Harvey Oaks  
 Molly Ritchie - 2nd grade, Ezra  
 Charlene Schuchardt - 4th grade, Rohwer  
 Robyn Smith - Intermediate Montessori, Norris  
 Kate Solberg - 3rd grade Core, Cather  
 Jacob Svacina - 2nd grade, Neihardt

### Secondary

Dr. Jennifer Allen - Administrator, West HS  
 Tyler Berzina - Physics, West HS  
 Jason Boatwright - 8th grade, Anderson MS  
 Sharon Eblen - Physics, North HS  
 Lisa Groth - Life Science, South HS  
 Dr. David Hemphill - Administrator, Kiewit MS  
 Kristin Holzer - Life Science Electives, West HS  
 Daryl Jahn - Chemistry, North HS  
 Estefania Larsen - Physics, South HS  
 David McEnaney - Life Science, North HS  
 Sarah Morrison - Academy, Horizon HS  
 Kelsey Nodgaard - Life Science, West HS  
 Tyler Renken - Special Education, South HS  
 Nichole Schwab - 8th grade, Russell MS  
 Kelley Staber - 6th grade, Beadle MS  
 Dr. Jennifer Wilson - Chemistry, South HS

### District

Lori Bartels – Coordinator of K-5 Special Education  
 Dr. Angela Daigle - Library Services Department Head  
 Andrew DeFreece - Director, Elementary Education and Early Childhood Education  
 Pam Erixon - English Language Learners District Support Specialist  
 Ted Esser - Secondary Coordinator of Special Education  
 Kara Hutton - Elementary Coordinator of Special Programs  
 Cheris Kite - Early Childhood & Literacy Intervention Curriculum & Instruction MEP Facilitator  
 Ellen Kramer - K-5 Science Curriculum & Instruction MEP Facilitator  
 Jacen Lefholtz - Instructional Technology MEP Facilitator  
 Melanie Olson - 6-12 Science Curriculum & Instruction MEP Facilitator  
 Anthony Weers - Director of Secondary Education

### Science Community Focus Group Members

Dr. Kelly Gomez Johnson, University of Nebraska - Omaha, Teacher Education  
 Nancy Thornblad - College of Saint Mary  
 Dr. Stacey Ocander - Metro Community College, Dean of Health and MPS Parent  
 Andy Szatko - City of Omaha and MPS Parent  
 Kent Holm - Douglas County Environmental Services  
 Dr. James Persson - Physician and MPS Parent  
 Dr. Steve Sindelar - Physician and MPS Parent  
 Dr. Clara Hoover - Community Member  
 Dr. Abby Burke - Parent  
 Sara Cooper - Nebraska Department of Education  
 Monica Storm - Iowa Western Community College and MPS Parent

### Phase 1 PK-12 Research Subcommittees 2017

Members of the Curriculum Planning Committee engaged in analysis and discussions about concerns, opportunities, weaknesses, and strengths of Science education in Millard Public Schools. From this analysis and discussion seven research topics were determined:

- **Instructional Practices** that support achievement in science education
- **STEM/STEAM Integration**
- **Professional Development** methods that lead to effective instructional practices
- **Alignment and Transitions** within and across grade levels
- **Standards and Assessments** that measure student mastery of science standards
- **Courses** that ensure students of all abilities and interests are college and career ready
- **Resources** that are designed for instructional shifts in science education and facilitate effective teaching and learning

### Timeline of Science Curriculum Cycle Meetings Phase I and II

<b>Date</b>	<b>Group -- Purpose</b>
October 24, 2017	Science Curriculum Planning Committee (CPC) Kick Off Orientation to the Phase I process, roles of committee members, introduction to three-dimensional learning
October 30, 2017	CPC Meeting #1 Professional Learning on pedagogical shifts (three-dimensional teaching) in Science, review of data book, identification of critical issues, development of research subcommittees and research questions
October 31, 2017 - November 12, 2017	Science Research Subcommittees conduct research on seven critical issues and research questions
November 13, 2017	CPC Meeting #2 Research subcommittee members collaborate, research presentations from subcommittees, exploration of state standards content and format
December 4, 2017	CPC Meeting #3 Professional learning on interdisciplinary connections, three-dimensional using natural phenomena as a teaching tool, and deconstructing state standards; begin development of philosophy statement; discuss possible course offerings at middle school and high school
December 4, 2018 - December 22, 2018	Collect input from CPC members about state standards structure and possible course offerings and sequence for secondary level
January 9, 2018	Community Focus Group Explained state and district policies, curriculum adoption process, shifts in Science teaching and learning Discussed critical issues, and vision for Science education in order for students to be successful beyond high school
January 18, 2018	CPC Meeting #4 Reviewed Community Focus Group input Completed framework writing, philosophy statement Secondary Members of Curriculum Planning Committee—Developed individual course frameworks for all high school courses Elementary Members of Curriculum Planning Committee -- Professional learning on implementation of three-dimensional teaching and learning
February 19, 2018	PK-12 Science Framework proposal submitted to Board of Education for approval
April 1, 2019	K-8 Science Materials Vendor Fair
April 22, 2019	9-12 Science Step-Ahead Team
February 26, 2020	PK-12 Science Curriculum Planning Committee- Reviewed the instructional materials recommendation to the Board

March 10, 2020	Community Review Night
April 20, 2020	PK-12 Science Framework- Part IIA and instructional materials proposal submitted to the Board of Education for approval
May 4, 2020	PK-12 Science Framework- Part IIB and instructional materials proposal submitted to the Board of Education for approval

### **Phase I Refresh (2024-2025)**

<b>Date</b>	<b>Group -- Purpose</b>
August 2024 - March 2025	With the adoption of the Nebraska Department of Education Science Standards, the content standards and indicators matrix were reviewed and updated where appropriate in order to meet these requirements.
April 14, 2025	PK-12 Science Framework proposal submitted to Board of Education for approval

## Introduction to PK-12 Science Matrix

The new Nebraska College and Career Ready Standards for Science (CCR-Science) were approved by the Nebraska State Board of Education on September 4, 2024. The following matrix represents the recommendations for Millard Public Schools PK-12 Science Standards made by the PK-12 Science Curriculum Planning Committee. Development of this framework is based on findings from research subcommittees and critical analysis of the new state standards, existing standards in consortia school districts, and existing standards from other states. With the adoption of the Nebraska Department of Education Science Standards, the content standards and indicators matrix were reviewed and updated where appropriate in order to meet these requirements.

The standards are organized by grade level preschool through 12th grade. Preschool standards are based on Nebraska Early Learning Guidelines to meet the diverse and unique learning needs of young children. Standards for our youngest learners establish the foundation for successful scientific understanding as students prepare for kindergarten. Kindergarten through fifth grade standards reflect developmentally appropriate learning progressions that build on the foundation for understanding science in the later grades. Middle school and high school standards help students develop deeper and more sophisticated understanding of science concepts that were introduced in elementary grades.

As is common in all state frameworks, the science standards have two levels of specificity: standards and indicators. A common stem begins each standard regardless of grade: “Gather, analyze, and communicate...” These verbs underscore long-term learning goals that are associated with the rigor of the standards and provide guidance for exemplary classroom instruction throughout all grades. Indicators more specifically describe what students must know and be able to do to meet the standard. *A Framework for K-12 Science Education* (National Research Council, 2012) makes the case for science teaching and learning through three dimensions: Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices.

**Table 1** below provides details about each of the three dimensions. **Disciplinary Core Ideas** are a focused set of science ideas recommended by *A Framework for K-12 Science Education* and identified as necessary for all students to achieve scientific literacy that will serve them well beyond their K-12 education. **Crosscutting concepts** are tools that help students make sense of disciplinary core ideas and deepen understanding. They facilitate synthesis of knowledge that helps students construct a scientific, evidence-based view of the world. The **science and engineering practices** are behaviors that are utilized to investigate natural phenomena and develop solutions to real-world problems. Each indicator in the framework is an intentional combination of all three dimensions that guide assessment.



**Table 1 - The Three Dimensions of Science Teaching and Learning**

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ul style="list-style-type: none"> <li>• Ask Questions and Define Problems</li> <li>• Develop and Use Models</li> <li>• Plan and Carry Out Investigations</li> <li>• Analyze and Interpret Data</li> <li>• Use Mathematics and Computational Thinking</li> <li>• Construct Explanations and Design Solutions</li> <li>• Engage in Argument from Evidence</li> <li>• Obtain, Evaluate, and Communicate Information</li> </ul>	<p><b>Life Science</b></p> <ul style="list-style-type: none"> <li>• LS1 - From Molecules to Organisms: Structures and Processes</li> <li>• LS2 - Ecosystems: Interactions, Energy, and Dynamics</li> <li>• LS3 - Heredity: Inheritance and Variation of Traits</li> <li>• LS4 - Biological Evolution: Unity and Diversity</li> </ul> <p><b>Physical Science</b></p> <ul style="list-style-type: none"> <li>• PS1 - Matter and Its Interactions</li> <li>• PS2 - Motion and Stability: Forces and Interactions</li> <li>• PS3 - Energy</li> <li>• PS4 - Waves and Their Applications in Technologies for Information Transfer</li> </ul> <p><b>Earth and Space Science</b></p> <ul style="list-style-type: none"> <li>• ESS1 - Earth's Place in the Universe</li> <li>• ESS2 - Earth's Systems</li> <li>• ESS3 - Earth and Human Activity</li> <li>• ETS1 - Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Cause and Effect</li> <li>• Scale, Proportion, and Quantity</li> <li>• Systems and System Models</li> <li>• Energy and Matter</li> <li>• Structure and Function</li> <li>• Stability and Change</li> </ul>

Adapted from: Nebraska Department of Education (2024). [K-12 College and Career Ready Standards for Science](#), and Nebraska Early Learning Guidelines draft (2024).

### Legend



Cell without text: No State or Millard indicator exists.

### Nomenclature

The nomenclature for the standards and indicators is as follows:

SC Science State Standard

M Millard Standard

P3-12 Grade Level

1-15 Topic (Disciplinary Core Idea)

1. Forces and Interactions
2. Waves & Electromagnetic Radiation
3. Structure & Properties of Matter
4. Energy
5. Chemical Reactions
6. Structure & Function
7. Interdependent Relationships in Ecosystems
8. Matter & Energy in Organisms & Ecosystems

9. Heredity: Inheritance & Variation of Traits
10. Biological Evolution
11. Space Systems
12. Weather & Climate
13. Earth's Systems
14. History of Earth
15. Sustainability

2. Standard

A Indicator

underline Crosscutting Concept

**bold** Science and Engineering Practice

Example

<p style="text-align: center;">SC.5.3.1 ←(Standard)</p> <p style="text-align: center;">Gather, analyze, and communicate evidence of structure and properties of matter.</p> <p style="text-align: center;">SC.5.3.1.B ←(Indicator)</p> <p style="text-align: center;"><b>Measure and graph quantities</b> to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, <u>the total weight of matter is conserved</u></p>				
SC. content area	5. grade level	3. topic (Disciplinary Core Idea)	1. standard	B indicator
Science	Grade 5	Structures & Properties of Matter	Structure & Properties of Matter	weight of matter is conserved regardless of change that occurs when heating, cooling, or mixing substances

The [Topic Progression](#) provides a quick view of the PK-12 instructional progression.

### Science Matrix Contents

<u>Summary of Topic Progression PK-12</u>		
<b>Preschool</b>	<b>Physical Science K-5</b>	<b>Physical Science 6-12</b>
1. <a href="#">Scientific Knowledge</a>	<a href="#">1. Forces and Interactions</a>	<a href="#">1. Forces and Interactions</a>
0. <a href="#">Scientific Skills and Methods</a>	<a href="#">2. Waves and Electromagnetic Radiation</a>	<a href="#">2. Waves and Electromagnetic Radiation</a>
	<a href="#">3. Structure and Properties of Matter</a>	<a href="#">3. Structure and Properties of Matter</a>
	<a href="#">4. Energy</a>	<a href="#">4. Energy</a>
	<a href="#">5. Chemical Reactions</a>	<a href="#">5. Chemical Reactions</a>
	<b>Life Science K-5</b>	<b>Life Science 6-12</b>
	<a href="#">6. Structure &amp; Function</a>	<a href="#">6. Structure &amp; Function</a>
	<a href="#">7. Interdependent Relationships in Ecosystems</a>	<a href="#">7. Interdependent Relationships in Ecosystems</a>
	<a href="#">8. Matter &amp; Energy in Organisms &amp; Ecosystems</a>	<a href="#">8. Matter &amp; Energy in Organisms &amp; Ecosystems</a>
	<a href="#">9. Heredity: Inheritance &amp; Variation of Traits</a>	<a href="#">9. Heredity: Inheritance &amp; Variation of Traits</a>
	<a href="#">10. Biological Evolution</a>	<a href="#">10. Biological Evolution</a>
	<b>Earth &amp; Space K-5</b>	<b>Earth &amp; Space 6-12</b>
	<a href="#">11. Space Systems</a>	<a href="#">11. Space Systems</a>
	<a href="#">12. Weather and Climate</a>	<a href="#">12. Weather and Climate</a>

	<a href="#">13. Earth's Systems</a>	<a href="#">13. Earth's Systems</a>
	<a href="#">14. History of Earth</a>	<a href="#">14. History of Earth</a>
	<a href="#">15. Sustainability</a>	<a href="#">15. Sustainability</a>

### Summary of PK-12 Topic Progression

#### Topic Progression PK-8

Topic\Grade	PK	K	1	2	3	4	5	6	7	8
<b>P4.1</b> Scientific Knowledge	SC.M.P4.1									
<b>P4.2</b> Scientific Skills and Methods	SC.M.P4.2									
<b>1</b> Forces & Interactions		SC.K.1			SC.3.1					SC.8.1
<b>2</b> Waves & Electromagnetic Radiation			SC.1.2			SC.4.2				SC.8.2
<b>3</b> Structure & Properties of Matter				SC.2.3			SC.5.3		SC.7.3	
<b>4</b> Energy						SC.4.4		SC.6.4		SC.8.4
<b>5</b> Chemical Reactions									SC.7.5	
<b>6</b> Structure & Function			SC.1.6			SC.4.6		SC.6.6		
<b>7</b> Interdependent Relationships in Ecosystems		SC.K.7		SC.2.7	SC.3.7				SC.7.7	
<b>8</b> Matter & Energy in Organisms & Ecosystems							SC.5.8		SC.7.8	
<b>9</b> Heredity: Inheritance & Variation of Traits					SC.3.9			SC.6.9		SC.8.9
<b>10</b> Biological Evolution										SC.8.10
<b>11</b> Space Systems			SC.1.11				SC.5.11			SC.8.11
<b>12</b> Weather & Climate		SC.K.12			SC.3.12			SC.6.12		

<b>13 Earth's Systems</b>				<b>SC.2.1 3</b>		<b>SC.4.1 3</b>	<b>SC.5.1 3</b>	<b>SC.6.1 3</b>	<b>SC.7.1 3</b>	
<b>14 History of Earth</b>									<b>SC.7.1 4</b>	<b>SC.8.1 4</b>
<b>15 Sustainability</b>										

### Topic Progression High School

<b>Topic\Grade</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>1 Forces &amp; Interactions</b>			<b>SC.HS.1</b>
<b>2 Waves &amp; Electromagnetic Radiation</b>			<b>SC.HS.2</b>
<b>3 Structure &amp; Properties of Matter</b>		<b>SC.HS.3</b>	
<b>4 Energy</b>			<b>SC.HS.4</b>
<b>5 Chemical Reactions</b>		<b>SC.HS.5</b>	
<b>6 Structure &amp; Function</b>	<b>SC.HS.6</b>		
<b>7 Interdependent Relationships in Ecosystems</b>	<b>SC.HS.7</b>		
<b>8 Matter &amp; Energy in Organisms &amp; Ecosystems</b>	<b>SC.HS.8</b>		
<b>9 Heredity: Inheritance &amp; Variation of Traits</b>	<b>SC.HS.9</b>		
<b>10 Biological Evolution</b>	<b>SC.HS.10</b>		
<b>11 Space Systems</b>		<b>SC.HS.11</b>	<b>SC.HS.11</b>
<b>12 Weather &amp; Climate</b>	<b>SC.HS.12</b>		
<b>13 Earth's Systems</b>	<b>SC.HS.13</b>	<b>SC.HS.13</b>	<b>SC.HS.13</b>

<b>14</b> History of Earth	<b>SC.HS.14</b>		<b>SC.HS.14</b>
<b>15</b> Sustainability	<b>SC.HS.15</b>	<b>SC.HS.15</b>	<b>SC.HS.15</b>

### PK Science Standards Matrix

Scientific Knowledge	
3-4 years	4-5 years
SC.M.P3.1 Demonstrates a basic awareness and use of scientific concepts SC.M.P4.1 Demonstrates a basic awareness and use of scientific concepts	
SC.M.P3.1.A Compares and contrasts properties of objects (e.g. sink or float)	SC.M.P4.1.A Shows interest in measurement of time, length, distance, weight
SC.M.P3.1.B Provides simple verbal or signed descriptions of observed phenomenon.	SC.M.P4.1.B Describes observable phenomena using adjectives and labels
SC.M.P3.1.C Differentiates between living and nonliving organisms.	SC.M.P4.1.C Uses science and engineering practice words (e.g. observe, experiment, compare)
SC.M.P3.1.D Describes or represents a series of events in the correct sequence	SC.M.P4.1.D Uses scientific content words (e.g. some plants are comprised of stems, roots, leaves).
SC.M.P3.1.E Begins to use scientific vocabulary	SC.M.P4.1.E Uses measurement tools (e.g. scale, ruler, unit blocks) to quantify similarities and difference between objects
	SC.M.P4.1.F Uses non-adult sources to gather information (e.g. reference books)
	SC.M.P4.1.G Develops beginning understanding of caring for the environment

Scientific Skills and Methods	
3-4 years	4-5 years
SC.M.P3.2 Develop foundational skills in learning and understanding about the world through exploration and investigation. SC.M.P4.2 Develop foundational skills in learning and understanding about the world through exploration and investigation.	
SC.M.P3.2.A Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g. weight, shape, size, color, temperature)	SC.M.P4.2.A Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen

SC.M.P3.2.B Begins to look for answers to questions through active investigation	SC. M.P4.2.B Independently uses simple tools to conduct an investigation to increase understanding
SC.M.P3.2.C Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses)	SC.M.P4.2.C Collects, describes and records information through discussions, drawings, maps, and charts
SC.M.P3.2.D Asks questions about the relationship between two things (e.g. why do you think some animals sleep in the day?)	SC.M.P4.2.D Communicates results of an investigation
	SC.M.P4.2.E Begins to distinguish evidence from opinion

### K-5 Science Standards Matrix

Physical Science PK-5 Topic 1: Forces and Interactions					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Forces and Interactions: Pushes and Pulls (SC.K.1)</b> <b>Forces and Interactions: Motion and Stability (SC.3.1)</b>					
SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions. SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.					
SC.K.1.1.A <b>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</b>			SC.3.1.1.A <b>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</b>		
SC.K.1.1.B <b>Analyze data to determine if</b>			SC.3.1.1.B		



a <b>design solution</b> works as intended <u>to change</u> the speed or direction of an object with a push or a pull.			<b>Make observations and/or measurements</b> of an object's motion to provide evidence that a <u>pattern</u> can be used to predict future motion.		
			SC.3.1.1.C <b>Ask questions</b> to <u>determine cause and effect</u> relationships of electrical or magnetic interactions between two objects not in contact with each other.		
			SC.3.1.1.D <b>Define a simple design problem</b> that can be solved by <u>applying scientific ideas</u> about magnets.		
<b>Physical Science</b> <b>Topic 2: Waves and Electromagnetic Radiation</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Waves: Light and Sound (SC.1.2)</b> <b>Waves: Waves and Information (SC.4.2)</b>					
SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves. SC.4.2.1 Gather, analyze, and communicate evidence of waves and the information they transfer.					
	SC.1.2.1.A <b>Plan and conduct investigations to provide evidence</b> that vibrating materials <u>can</u>			SC.4.2.1.A <b>Develop a model</b> of waves to describe <b>patterns</b> in terms of amplitude and wavelength and that	

	<u>make</u> sound and that sound <u>can make</u> materials vibrate.			waves can cause objects to move.	
	SC.1.2.1.B <b>Make observations to construct an evidence-based account</b> that objects can be seen <u>only when illuminated</u> .			SC.4.2.1.B <b>Generate and compare multiple solutions</b> that use <u>patterns</u> to transfer information.	
	SC.1.2.1.C <b>Plan and conduct an investigation to determine the effect of</b> placing objects made with different materials in the path of a beam of light.				
	SC.1.2.1.D <b>Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</b>				
<b>Physical Science</b> <b>Topic 3: Structure and Properties of Matter</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Structure and Properties of Matter (SC.2.3 and SC.5.3)</b>					
SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter. SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.					

		SC.2.3.1.A <b>Plan and conduct an investigation to describe and classify</b> different kinds of materials <u>by their observable properties</u> .			SC.5.3.1.A <b>Develop a model</b> to describe that matter is made of particles <u>too small to be seen</u> .
		SC.2.3.1.B <b>Analyze data obtained from testing different materials to determine</b> which materials <u>have the properties that are best suited</u> for an intended purpose.			SC.5.3.1.B <b>Measure and graph quantities</b> to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, <u>the total weight of matter is conserved</u> .
		SC.2.3.1.C <b>Analyze data</b> from tests of two objects <b>designed to solve the same problem</b> to compare the strengths and weaknesses <del>of how each performs:</del> <u>based on properties</u> .			SC.5.3.1.C <b>Make observations and measurements</b> to identify materials <u>based on their properties</u> .
		SC.2.3.1.D <b>Make observations to construct an evidence-based account</b> of how an object made of a small set of pieces <u>can be disassembled and made into a new object</u> .			SC.5.3.1.D <b>Conduct an investigation</b> to determine whether the mixing of two or more substances <u>results</u> in new substances.
Physical Science Topic 4: Energy					

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Energy: Conservation and Transfer (SC.4.4)</b>					
SC.4.4.2 Gather, analyze and communicate evidence of energy conservation and transfer.					
				SC.4.4.2.A Use evidence to <b>construct an explanation</b> relating the speed of an object to the <u>energy of that object</u> .	
				SC.4.4.2.B <b>Make observations</b> to provide evidence that <u>energy can be transferred</u> from place to place by sound, light, heat, and electrical currents.	
				SC.4.4.2.C <b>Ask questions</b> and predict outcomes about the <u>changes in energy</u> that occur when objects collide.	
				SC.4.4.2.D Apply scientific ideas to <b>design, test, and refine a device</b> that converts <u>energy from one form to another</u> .	
				SC.4.4.2.E <b>Plan and carry out fair tests in which variables are</b>	

				<b>controlled</b> and failure points are considered to identify aspects of a model or prototype that can be improved.	
				SC.4.4.2.F <b>Obtain and combine information</b> to describe that energy and fuels are derived from natural resources and that their <u>uses</u> <u>affect the environment</u> .	
<b>Physical Science</b> <b>Topic 5: Chemical Reactions</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>

<b>Life Science</b> <b>Topic 6: Structure and Function</b>					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Structure, Function, and Information Processing (SC.1.6 and SC.4.6)</b>					
SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things. SC.4.6.3 Gather and analyze data to communicate an understanding of structure, function and information processing of living things.					
	SC.1.6.2.A Use <b>materials to design a solution</b> to a human problem by <u>mimicking</u>			SC.4.6.3.A <b>Develop a model</b> to describe that light reflecting from objects and entering the	

	how <u>plants and/or animals</u> use their external parts to help them survive, grow, and meet their needs.			eyes <u>allows objects to be seen.</u>	
	SC.1.6.2.B <b>Develop a simple sketch, drawing, or physical model</b> to illustrate how the <u>shape of an object helps it function</u> as needed to solve a given problem.			SC.4.6.3.B <b>Construct an argument</b> that <u>plants and animals have internal and external structures that function to support</u> survival, growth, behavior, and reproduction.	
	SC.1.6.2.C <b>Read <del>texts</del> and use media</b> grade appropriate texts and media to determine <u>patterns</u> in a behavior of parents and offspring that help offspring survive.			SC.4.6.3.C <b>Use a model</b> to describe that animals <u>receive different types of information through their senses, process the information in their brain,</u> and respond to the information.	
	SC.1.6.2.D <b>Make observations to construct an evidence-based account</b> that young plants and animals <u>are like, but not exactly like,</u> their parents.				
<p style="text-align: center;"><b>Life Science</b>  <b>Topic 7: Interdependent Relationships in Ecosystems</b></p>					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

<b>Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment (SC.K.7.2)</b> <b>Interdependent Relationships in Ecosystems (SC.2.7)</b> <b>Interdependent Relationships in Ecosystems (SC.3.7)</b>					
SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems. SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relationships in ecosystems.					
SC.K.7.2.A Use observations to describe <u>patterns</u> of what plants and animals (including humans) need to survive.		SC.2.7.2.A <b>Plan and conduct an investigation to determine</b> if plants need sunlight and water to grow.	SC.3.7.2.A <del>Construct an argument</del> Gather, analyze and communicate evidence <u>that some animals form groups that help members survive.</u>		
SC.K.7.2.B <b>Construct an argument supported by evidence for how <u>plants and animals (including humans) can change the environment</u> to meet their needs.</b>		SC.2.7.2.B <b>Develop a simple model that <u>mimics the function</u></b> of an animal in dispersing seeds or pollinating plants.	SC.3.7.2.B <del>Analyze and interpret data</del> Gather, analyze and communicate evidence from fossils to provide evidence of the organisms and environments in which they lived <u>long ago.</u>		
SC.K.7.2.C Use a model to <b>represent the relationship between the <u>needs</u> of different plants or animals (including humans) and the <u>places</u> they live.</b>		SC.2.7.2.C <b>Make observations</b> of plants and animals <b>to compare the <u>diversity of life in different habitats.</u></b>	SC.3.7.2.C <del>Construct an argument</del> Gather, analyze and communicate evidence with evidence that in a particular habitat some organisms <u>can survive well, some survive less well, and some cannot survive at all.</u>		
SC.K.7.2.D <b>Communicate solutions</b> that will increase the positive <u>impact of</u> humans on the land, water, air, and/or other			SC.3.7.2.D <del>Make a claim about the merit of a solution to a problem</del> Gather, analyze and communicate evidence caused when <u>the</u>		

living things in the local environment.			<u>environment changes and the types of plants and animals that live there</u> may change.		
			SC.3.7.2.E <b>Generate and compare multiple possible solutions to a problem</b> Gather, analyze and communicate evidence based on how well each is likely to meet the criteria and constraints of the problem.		
<p style="text-align: center;"><b>Life Science</b>  <b>Topic 8: Matter and Energy in Organisms and Ecosystems</b></p>					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Matter and Energy in Organisms and Ecosystems (SC.5.8)</b>					
SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.					
					SC.5.8.2.A <b>Use models</b> to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once <u>energy from the sun</u> .
					SC.5.8.2.B <b>Support an argument</b> that plants get the <u>materials they need</u> for growth chiefly <u>from air and water</u> .



					SC.5.8.2.C <b>Develop a model</b> to describe the <u>movement of matter among plants, animals, decomposers, and the environment</u> .
<b>Life Science</b> <b>Topic 9: Heredity: Inheritance and Variation of Traits</b>					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Inheritance and Variation: Life Cycles and Traits (SC.3.9)</b>					
SC.3.9.3 Gather and analyze data to communicate an understanding of inheritance and variation of traits through life cycles and environmental influences.					
			SC.3.9.3.A <b>Develop models</b> to describe that organisms have unique and diverse life cycles but all <u>have in common</u> birth, growth, reproduction, and death.		
			SC.3.9.3.B <b>Analyze and interpret data</b> to provide evidence that plants and animals have traits inherited from parents and that <u>variation of these traits exists</u> in a group of similar organisms.		
			SC.3.9.3.C <b>Use evidence to support the explanation</b> that traits <u>can be influenced by</u> the environment.		

			SC.3.9.3.D <b>Use evidence to construct an explanation</b> for how the variations in characteristics among individuals of the same species <u>may provide advantages</u> in surviving, finding mates, and reproducing.		
<b>Life Science</b> <b>Topic 10: Biological Evolution</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>

<b>Earth &amp; Space Science</b> <b>Topic 11: Space Systems</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Space Systems: Patterns and Cycles (SC.1.11)</b> <b>Space Systems: Stars and Solar System (SC.5.11)</b>					
SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems. SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.					
	SC.1.11.3.A Use <b>observations</b> of the sun, moon, and stars <u>to describe patterns</u> that can be predicted.				SC.5.11.3.A <b>Support an argument</b> that the gravitational force <u>exerted by Earth on objects</u> is directed down.

	SC.1.11.3.B <b>Make observations</b> at different times of the year <u>to relate the amount of daylight to the time of year.</u>				SC.5.11.3.B <b>Support an argument</b> that differences in the apparent brightness of the sun compared to other stars is due to their <u>relative distances</u> from Earth.
					SC.5.11.3.C <b>Represent data in graphical displays</b> to reveal <u>patterns</u> of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
<b>Earth &amp; Space Science</b> <b>Topic 12: Weather and Climate</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Weather and Climate (SC.K.12 and SC.3.12)</b>					
SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate. SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.					
SC.K.12.3.A <b>Use and share observations</b> of local weather conditions <u>to describe patterns</u> over time.			SC.3.12.4.A <b>Represent data</b> in table, pictograph, and bar graph displays to describe typical weather conditions <u>expected during a particular season.</u>		
SC.K.12.3.B <b>Ask questions to obtain information</b> about			SC.3.12.4.B <b>Obtain and combine</b>		

the purpose of <u>weather forecasting</u> to prepare for, and respond to, severe weather.			<b>information</b> to describe <u>climates in different regions</u> of the world.		
SC.K.12.3.C <b>Make observations to determine the effect of</b> sunlight on Earth's surface.			SC.3.12.4.C <b>Make a claim about the merit of a design solution</b> that <u>reduces the impacts</u> of a weather-related hazard.		
SC.K.12.3.D Use <b>tools and materials to design and build a structure</b> that will reduce the warming <u>effect</u> of sunlight on an area.					
SC.K.12.3.E <b>Ask questions, make observations, and gather information</b> about a situation people want to change to <b>define a simple problem that can be solved</b> through the development of a new or improved object or tool.					
<b>Earth &amp; Space Science</b> <b>Topic 13: Earth's Systems</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Earth's Systems: Processes That Shape the Earth (SC.2.13 and SC.4.13)</b> <b>Earth's Systems (SC.5.13)</b>					
SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth. SC.4.13.4 Gather and analyze data to communicate an understanding of Earth's systems and processes that shape the Earth.					

SC.5.13.4 Gather and analyze data to communicate understanding of Earth's systems.					
		SC.2.13.3.A Use <b>information from several sources to provide evidence</b> that Earth <u>events can occur quickly or slowly</u> .		SC.4.13.4.A <b>Identify evidence</b> from <u>patterns</u> in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	SC.5.13.4.A <b>Develop a model</b> using an example to describe ways the <u>geosphere, biosphere, hydrosphere, and/or atmosphere interact</u> .
		SC.2.13.3.B <b>Compare multiple solutions designed to slow or prevent</b> wind or water from changing the shape of the land.		SC.4.13.4.B <b>Make observations and/or measurements</b> to provide evidence of the <u>effects of</u> weathering or the rate of erosion by water, ice, wind, or vegetation.	SC.5.13.4.B <b>Describe and graph</b> <u>the amounts</u> of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
		SC.2.13.3.C <b>Develop a model to represent</b> the <u>shapes and kinds</u> of land and bodies of water <u>in an area</u> .		SC.4.13.4.C <b>Analyze and interpret data</b> from maps to describe <u>patterns</u> of Earth's features.	SC.5.13.4.C <b>Obtain and combine information</b> about ways individual communities use science ideas to protect the <u>Earth's resources and environment</u> .
		SC.2.13.3.D <b>Obtain information to identify where</b> <u>water is found on Earth</u> and that it can be solid or liquid.		SC.4.13.4.D <b>Generate and compare multiple solutions to reduce the impacts</b> of natural Earth processes on humans.	SC.5.13.4.D <b>Define a simple design problem</b> that can be solved by applying scientific ideas about the conservation of fresh water <u>on Earth</u> .
					SC.5.13.4.E <b>Define a simple design problem</b> reflecting a <del>need or a want</del> <u>need or a want</u> that includes specified criteria

					for success and constraints on materials, time, or cost.
<b>Earth &amp; Space Science</b> <b>Topic 14: History of Earth</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Earth &amp; Space Science</b> <b>Topic 15: Sustainability</b>					
<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>

## K-5 Instructional Materials

Grade Level / Course	Resource(s)
<b>Kindergarten</b>	Amplify Science Grade K
<b>First Grade</b>	Amplify Science Grade 1
<b>Second Grade</b>	Amplify Science Grade 2
<b>Third Grade</b>	Amplify Science Grade 3
<b>Fourth Grade</b>	Amplify Science Grade 4
<b>Fifth Grade</b>	Amplify Science Grade 5

### 6-12 Science Standards Matrix

Physical Science 6-12 Topic 1: Forces and Interactions						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Forces and Interactions (SC.8.1 and SC.HS.1)						
SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions. SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions.						
		SC.8.1.1.A Apply Newton's Third Law to <b>design a solution</b> to a <u>problem involving</u> the motion of <u>two colliding objects</u> .			SC.HS.1.1.A <b>Analyze data</b> to support the claim that Newton's Second Law of Motion describes <u>the mathematical relationship among</u> the net force on a macroscopic object, its mass, and its acceleration.	
		SC.8.1.1.B <b>Develop a model</b> to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.			SC.HS.1.1.B <b>Use mathematical representations</b> to support the claim that <u>the total momentum of a system of objects</u> is conserved when there is no net force on the system.	
		SC.8.1.1.C <b>Plan an investigation</b> to provide evidence of <u>Newton's law</u> that the <u>change</u> in an object's motion depends on the sum of the forces on the object and the mass of the object.			SC.HS.1.1.C <b>Apply science and engineering ideas to design, evaluate, and refine</b> a device that <u>minimizes the force</u> on a macroscopic object during a collision.	



		SC.8.1.1.D <b>Ask questions</b> about data to determine the <u>factors that affect</u> the strength of electrical and magnetic forces.			SC.HS.1.1.D Use <b>mathematical representations</b> of Newton's Law of Gravitation and Coulomb's Law to <u>describe and predict</u> the gravitational and electrostatic forces between objects.	
		SC.8.1.1.E <b>Construct and present arguments</b> using evidence to support the claim that gravitational interactions are attractive and depend on <u>both the mass and distance</u> <del>the masses</del> of interacting objects.			SC.HS.1.1.E <b>Plan and conduct an investigation</b> to provide evidence that an electrical current <u>can produce</u> a magnetic field and that a changing magnetic field <u>can produce</u> an electrical current.	
		SC.8.1.1.F <b>Conduct an investigation</b> and evaluate the experimental design to provide evidence that <u>electrical and magnetic</u> fields exist between objects <u>exerting forces on each other</u> even though the objects are not in contact.				
Physical Science Topic 2: Waves and Electromagnetic Radiation						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Waves and Electromagnetic Radiation (SC.8.2 and SC.HS.2)						

SC.8.2.2 Gather, analyze, and communicate evidence of waves and electromagnetic radiation. SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves.						
		SC.8.2.2.A Use <b>mathematical representations</b> to <u>describe</u> a simple model for waves that includes how the amplitude of a wave <u>is related</u> to the energy in a wave.			SC.HS.2.2.A Use <b>mathematical representations</b> to support a claim <u>regarding relationships among</u> the frequency, wavelength, and speed of waves traveling in various media.	
		SC.8.2.2.B <b>Develop and use a model</b> to describe that <u>light and</u> waves are reflected, absorbed, or transmitted <u>through various materials</u> .			SC.HS.2.2.B <b>Evaluate claims questions</b> about the <u>advantages of using</u> digital transmission and storage of information.	
		SC.8.2.2.C <del>Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.</del> <b>Gather and make sense of information</b> to support the claim that the <u>structure of analog and digital signals</u> allows for encoding and transmission of information.			SC.HS.2.2.C <b>Evaluate the claims, evidence, and reasoning</b> behind the idea that electromagnetic radiation can be described either <u>by a wave model or a particle model</u> , and that for some situations one model is more useful than the other.	

					SC.HS.2.2.D <b>Evaluate the validity and reliability of claims</b> in published materials <u>of the effects</u> that different frequencies of electromagnetic radiation have when absorbed by matter.	
					SC.HS.2.2.E <b>Communicate technical information</b> about how some technological devices <u>use the principles of wave behavior and wave interactions</u> with matter to transmit and capture information and energy.	
<b>Physical Science</b> <b>Topic 3: Structure and Properties of Matter</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Structure and Properties of Matter (SC.7.3 and SC.HS.3)</b>						
SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter. SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.						
	SC.7.3.1.A <b>Develop <u>models</u> to describe the <u>atomic</u> composition of simple molecules.</b>			SC.HS.3.3.A <b>Use the periodic table as a model</b> to predict the relative <u>properties of elements based on the patterns of electrons</u> in the outermost energy level of atoms.		

	SC.7.3.1.B <b>Gather and make sense of information</b> to describe <del>that synthetic materials come from natural resources and impact society</del> . how natural materials may undergo chemical reactions to create <u>new synthetic materials</u> and impact on society.			SC.HS.3.3.B <b>Plan and conduct an investigation</b> to gather evidence to <u>compare the structure</u> of substances at the macro scale to infer the strength of electrical forces between particles.		
	SC.7.3.1.C <b>Develop a model</b> that <u>predicts and describes changes</u> in particle motion, temperature, and state of a pure substance <u>when thermal energy is added or removed</u> .			SC.HS.3.3.C <b>Develop models</b> to illustrate the <u>changes in the composition of the nucleus of the atom</u> and the energy released <u>during the processes of fission, fusion, and radioactive decay</u> .		
				SC.HS.3.3.D <b>Communicate scientific and technical information</b> about why the molecular level structure is <u>important in the functioning of designed materials</u> .		
Physical Science Topic 4: Energy						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Energy (SC.6.4 and SC.8.4 and SC.HS.4)						

SC.6.4.1 Gather, analyze, and communicate evidence of energy. SC.8.4.3 Gather, analyze, and communicate evidence of energy. SC.HS.4.4 Gather, analyze, and communicate evidence of the interactions of energy.						
SC.6.4.1.A Apply scientific principles to <b>design, construct, and test a device</b> that either minimizes or maximizes thermal <u>energy</u> transfer.		SC.8.4.3.A <b>Construct and interpret graphical displays of data</b> to describe the <u>relationships of</u> kinetic energy to the mass <del>of an object</del> and <del>to the</del> speed of an object.			SC.HS.4.4.A <b>Create a computational model</b> to <u>calculate the change</u> in the energy of one component in a system when the change in energy of the other component(s) and energy flows <u>in and out of the system</u> are known.	
SC.6.4.1.B <b>Define the criteria and constraints of a design problem</b> with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit possible solutions.		SC.8.4.3.B <b>Develop a model</b> to describe that <u>when the arrangement of objects interacting</u> at a distance changes, then different amounts of potential energy are stored <u>in the system</u> .			SC.HS.4.4.B <b>Develop and use models</b> to illustrate that energy at the macroscopic scale can <u>be accounted for as a combination of energy</u> associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).	
SC.6.4.1.C <b>Plan an investigation</b> to determine the <u>relationships</u> among the energy transferred, <del>the</del> type of matter, <del>the</del> mass, and <del>the</del> change in <del>the</del> average kinetic energy of <del>the</del> particles as measured by the					SC.HS.4.4.C <b>Design, build, and refine a device</b> that works within given constraints to convert <u>one form of energy into another form of energy</u> .	

temperature of the sample.						
SC.6.4.1.D <b>Construct, use, and present arguments</b> to support the claim that when <del>the</del> kinetic energy of an object changes, <u>energy</u> is transferred to or from the object.					SC.HS.4.4.D <b>Analyze a major global challenge</b> to specify qualitative and quantitative criteria and constraints for solutions that account for <u>societal needs and wants</u> .	
					SC.HS.4.4.E <b>Plan and conduct an investigation</b> to provide evidence that the transfer of thermal energy when two components of different temperature are combined <u>within a closed system results in a more uniform energy distribution among the components in the system</u> (second law of thermodynamics).	
					SC.HS.4.4.F <b>Develop and use a model</b> of two objects interacting through electrical or magnetic fields to illustrate the forces between objects and the changes in energy of the objects <u>due to the interaction</u> .	
<b>Physical Science</b> <b>Topic 5: Chemical Reactions</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

Chemical Reactions (SC.7.5 and SC.HS.5)						
SC.7.5.2 Gather, analyze, and communicate evidence of chemical reactions. SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.						
	SC.7.5.2.A <b>Analyze and interpret data</b> on the <u>properties of substances</u> before and after the substances interact to determine if a chemical reaction has occurred.			SC.HS.5.5.A <b>Construct and revise an explanation</b> for the outcome of a simple chemical reaction based on the outermost electron states of atoms, <u>trends in the periodic table</u> , and <u>knowledge of the patterns of chemical properties</u> .		
	SC.7.5.2.B <b>Develop and use a model</b> to describe how the total number of atoms does not change in a chemical reaction and <u>thus mass is conserved</u> .			SC.HS.5.5.B <b>Develop a model</b> to illustrate that the <u>release or absorption of energy from a chemical reaction system</u> depends on the changes in total bond energy.		
	SC.7.5.2.C <b>Undertake a design project</b> to construct, <u>test</u> , and <u>modify a device that either releases or absorbs thermal energy</u> by chemical processes.			SC.HS.5.5.C <b>Apply scientific principles</b> and evidence to provide an explanation about the <u>effects of changing the temperature or concentration</u> of the reacting particles on the rate at which a reaction occurs.		
	SC.7.5.2.D <b>Analyze data from tests</b> to determine similarities			SC.HS.5.5.D <b>Refine the design</b> of a chemical system <u>by specifying a</u>		

	and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.			<u>change in conditions</u> that would produce increased amounts of products <u>at equilibrium</u> .		
				SC.HS.5.5.E <b>Design a solution</b> to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.		
				SC.HS.5.5.F Use <b>mathematical representations</b> to support the claim that <u>atoms, and therefore mass, are conserved</u> during a chemical reaction.		

Life Science 6-12 Topic 6: Structure and Function						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Structure and Function and Information Processing (SC.6.6)</b> <b>Structure and Function (SC.HS.6)</b>						



SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things. SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.						
SC.6.6.2.A <b>Conduct an investigation</b> to <u>provide evidence that living things are made of cells</u> ; either one cell or many <del>different numbers and types of</del> <b>varied</b> cells.			SC.HS.6.1.A <b>Construct an explanation</b> based on evidence for how the structure of DNA determines the <u>structure of proteins which carry out the essential functions</u> of life through systems of specialized cells.			
SC.6.6.2.B <b>Develop and use a model</b> to describe the function of a cell as a whole and <u>ways parts of a cell</u> <del>cells</del> contribute to the <u>function</u> .			SC.HS.6.1.B <b>Develop and use a model</b> to illustrate the hierarchical organization of <u>interacting systems</u> that provide specific functions within multicellular organisms.			
SC.6.6.2.C Use <b>argument supported by evidence</b> for how the body is a <u>system</u> of interacting subsystems composed of groups of cells.			SC.HS.6.1.C <b>Plan and conduct an investigation</b> to provide evidence that <u>feedback mechanisms maintain homeostasis</u> .			
SC.6.6.2.D <b>Gather and synthesize information</b> that sensory receptors <u>respond to stimuli</u> by sending messages to the brain for immediate behavior or <del>storage</del> <b>stored</b> as memories.			SC.HS.6.1.D <b>Use a model</b> to <u>illustrate the role</u> of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.			
<b>Life Science</b> <b>Topic 7: Interdependent Relationships in Ecosystems</b>						

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Interdependent Relationships in Ecosystems (SC.7.7 and SC.HS.7)</b>						
SC.7.7.3 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems. SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.						
	SC.7.7.3.A <b>Construct an explanation</b> that predicts <u>patterns of interactions</u> among organisms across multiple ecosystems.		SC.HS.7.2.A <b>Use mathematical and/or computational representations to support explanations</b> of factors that affect carrying capacity of ecosystems at <u>different scales</u> .			
	SC.7.7.3.B <b>Evaluate competing design solutions for maintaining</b> <u>Develop and use a model to describe how stable ecosystem maintain</u> biodiversity and ecosystem services.		SC.HS.7.2.B <b>Use mathematical representations</b> to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of <u>different scales</u> .			
	SC.7.7.3.C <b>Evaluate competing design solutions</b> using a systematic process to determine how well they meet the criteria and constraints of the problem.		SC.HS.7.2.C <b>Evaluate the claims, evidence, and reasoning</b> that the <u>interactions in ecosystems maintain relatively consistent</u> numbers and types of organisms in <u>stable conditions</u> , but <u>changing conditions</u> may result in a new ecosystem.			
	SC.7.7.3.D Apply scientific principles to <b>design a method for monitoring and increasing positive human impact</b> on the environment.		SC.HS.7.2.D <b>Evaluate the evidence</b> for <u>how the role of group behavior has evolved</u> because membership can increase the chances of survival for individuals and their genetic relatives.			

			<del>on individual and species' chances to survive and reproduce.</del>			
			SC.HS.7.2.E <b>Design, evaluate, and refine a solution</b> for increasing the positive <u>impacts of human activities</u> on the environment and biodiversity.			
			SC.HS.7.2.F <b>Use a computer simulation</b> to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on <u>interactions within and between systems</u> relevant to the problem.			
<b>Life Science</b> <b>Topic 8: Matter and Energy in Organisms and Ecosystems</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Matter and Energy in Organisms and Ecosystems (SC.7.8 and SC.HS.8)</b>						
SC.7.8.4 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems. SC.HS.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.						
	SC.7.8.4.A <b>Construct a scientific explanation</b> based on evidence for the role of photosynthesis in the <u>cycling of matter and flow of energy</u> into and out of organisms.		SC.HS.8.3.A <b>Use a model</b> <u>to illustrate how</u> photosynthesis transforms light energy into stored chemical energy.			
	SC.7.8.4.B <b>Develop a model</b> to describe how <u>food is rearranged through chemical</u>		SC.HS.8.3.B <b>Construct and revise an explanation</b> based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may <u>combine with</u>			

	reactions forming new <u>molecules</u> that support growth and/or release energy as <u>matter moves</u> through an organism.		<u>other molecules to form</u> the four basic macromolecules.			
	SC.7.8.4.C <b>Analyze and interpret data</b> to provide evidence for the <u>effects of</u> resource availability on organisms and populations of organisms in an ecosystem.		SC.HS.8.3.C <b>Use a model</b> to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and bonds in new compounds are formed resulting in a net <u>transfer of energy</u> .			
	SC.7.8.4.D <b>Develop a model</b> to describe the <u>cycling of matter and flow of energy</u> among living and nonliving parts of an ecosystem.		SC.HS.8.3.D <b>Construct and revise an explanation</b> based on evidence for the <u>cycling of matter and flow of energy</u> in aerobic and anaerobic conditions.			
	SC.7.8.4.E <b>Construct an argument</b> supported by evidence that <u>changes to physical or biological components</u> of an ecosystem <u>affect populations</u> .		SC.HS.8.3.E <b>Use mathematical representations</b> to support claims for the <u>cycling of matter and flow of energy</u> among organisms in an ecosystem.			
			SC.HS.8.3.F <b>Develop a model to illustrate the role</b> of photosynthesis and cellular respiration in the cycling of carbon <u>among the biosphere, atmosphere, hydrosphere, and geosphere</u> .			
<p style="text-align: center;"><b>Life Science</b>  <b>Topic 9: Heredity: Inheritance and Variation of Traits</b></p>						

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Growth, Development, and Reproduction of Organisms (SC.6.9)</b> <b>Heredity: Inheritance and Variation of Traits (SC.8.9 and SC.HS.9.4)</b>						
SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits. SC.8.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits. SC.HS.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.						
SC.6.9.3.A <b>Construct an argument</b> based on evidence for how plant and animal adaptations <u>affect the probability</u> of successful reproduction.		SC.8.9.4.A <b>Develop and use a model</b> to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to <u>structure and function</u> of organisms.	SC.HS.9.4.A. <b>Develop and use a model</b> to explain the relationships between the role of DNA and chromosomes in <u>coding the instructions</u> for characteristic traits passed from parents to offspring.			
SC.6.9.3.B <b>Construct a scientific explanation</b> based on evidence for how environmental and genetic factors <u>influence</u> the growth of organisms.		SC.8.9.4.B <b>Gather and synthesize information</b> about <u>technologies that have changed the way humans influence</u> inheritance of desired traits in organisms.	SC.HS.9.4.B <b>Make and defend a claim</b> based on evidence that inheritable genetic variations may <u>result from</u> : (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.			
SC.6.9.3.C <b>Develop and use a model</b> to describe why asexual reproduction <u>results in</u> offspring with identical genetic information and sexual reproduction <u>results in</u> offspring with genetic variation.			SC.HS.9.4.C <b>Apply concepts of statistics and probability</b> to explain the <u>variation and distribution</u> of expressed traits in a population.			
<b>Life Science</b> <b>Topic 10: Biological Evolution</b>						

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Natural Selection and Adaptations (SC.8.10)</b> <b>Biological Evolution (SC.HS.10)</b>						
SC.8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations. SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution.						
		SC.8.10.5.A <b>Analyze and interpret data</b> for <u>patterns</u> in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	SC.HS.10.5.A <b>Communicate scientific</b> information that common ancestry and biological evolution are supported by <u>multiple lines of empirical evidence</u> .			
		SC.8.10.5.B <b>Apply scientific ideas to construct an explanation</b> for the <u>anatomical similarities and differences</u> among and between modern and fossil organisms <u>to infer evolutionary relationships</u> .	SC.HS.10.5.B <b>Construct an explanation</b> based on evidence that natural selection <u>primarily results from</u> four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.			
		SC.8.10.5.C <b>Construct an explanation</b> based on evidence that <u>describes how</u> genetic variations of traits in a population increase some individuals' probability of	SC.HS.10.5.C <b>Apply concepts of statistics and probability</b> to support explanations that organisms with an advantageous heritable trait <u>tend to</u> increase in proportion to organisms lacking this trait.			

		surviving and reproducing in a specific environment.			
		SC.8.10.5.D Use <b>mathematical representations</b> to support explanations of how natural selection <u>may lead to increases and decreases</u> of specific traits in populations over time.	SC.HS.10.5.D <b>Construct an explanation</b> based on evidence for how natural selection <u>leads to</u> adaptation of populations.		
			SC.HS.10.5.E <b>Evaluate the evidence</b> supporting claims that <u>changes</u> in environmental conditions <u>may result in</u> : (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.		

Earth & Space Science 6-12 Topic 11: Space Systems						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Space Systems (SC.8.11 and SC.HS.11)						
SC.8.11.6 Gather, analyze, and communicate evidence of the interactions among bodies in space. SC.HS.11.1. Gather, analyze, and communicate evidence to defend that the universe changes over time.						
		SC.8.11.6.A <b>Develop and use a model</b> of the		SC.HS.11.1.A <b>Use <del>Develop</del> a model</b> based on evidence to illustrate		

		Earth-sun-moon system to describe the cyclic <u>patterns</u> of lunar phases, eclipses of the sun and moon, and seasons.		the <u>stages</u> of stars, <del>like the sun,</del> and the role of nuclear fusion in a <u>star's</u> <del>the sun's</del> core to <u>release energy</u> that eventually reaches Earth in the form of radiation.		
		SC.8.11.6.B <b>Develop and use a <u>model to describe</u></b> the role of gravity in the motions within the galaxy and <u>the solar system</u> .		SC.HS.11.1.B <b>Construct an <u>explanation</u></b> of the Big Bang theory based on <u>astronomical evidence</u> of light spectra, motion of distant galaxies, and <u>composition of matter</u> in the universe.		
		SC.8.11.6.C <b>Analyze and <u>interpret data</u></b> to determine <u>scale properties</u> of objects in the solar system.		SC.HS.11.1.C <b>Communicate <u>scientific ideas</u></b> about the way stars, throughout their stellar <u>stages</u> , <u>produce elements</u> .		
					SC.HS.11.1.D Use <b>mathematical or computational <u>representations</u></b> to <u>predict</u> the motion of orbiting objects in the solar system.	
<b>Earth &amp; Space Science</b> <b>Topic 12: Weather and Climate</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12



Weather and Climate (SC.6.12 and SC.HS.12)						
SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate. SC.HS.12.2 Gather, analyze, and communicate evidence to support that Earth's climate and weather are influenced by energy flow through Earth systems.						
SC.6.12.4.A <b>Collect data</b> to provide evidence for how the motions and complex interactions of air masses <u>result in changes</u> in weather conditions.			SC.HS.12.2.A <b>Construct an explanation based on evidence</b> for how the <u>sun's energy moves among Earth's systems</u> .			
SC.6.12.4.B <b>Develop and use a model</b> to describe how unequal heating and rotation of the Earth cause patterns of <u>atmospheric and oceanic circulation</u> that determine regional climates.			SC.HS.12.2.B <b>Use a model</b> to describe how variations in the flow of energy into and out of Earth's systems <u>result</u> in changes in climate.			
SC.6.12.4.C <b>Ask questions</b> to clarify evidence of the factors that have <u>caused the change</u> in global temperatures over thousands of years.			SC.HS.12.2.C <b>Analyze geoscience data</b> and the results from global climate models to make an evidence-based forecast of the <u>current rate and scale</u> of global or regional climate changes.			

SC.6.12.4.D <b>Analyze and interpret <u>data</u></b> on weather and climate to forecast future catastrophic events and <u>inform the development of technologies</u> to mitigate their effect.			SC.HS.12.2.D <b>Evaluate the validity and reliability</b> of past and present models of Earth conditions to <u>make projections</u> of future climate trends and their impacts.			
<b>Earth &amp; Space Science Topic 13: Earth's Systems</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Earth's Systems (SC.6.13 and SC.7.13 and SC.HS.13)</b>						
SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes. SC.7.13.5 Gather, analyze, and communicated evidence of the flow of energy and cycling of matter associated with Earth's materials and processes. SC.HS.13.3 Gather, analyze, and communicate evidence to defend the position that Earth's systems are interconnected and impact one another.						
SC.6.13.5.A <b>Develop a model</b> to describe <del>the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</del> how the water cycle is <u>driven by the sun's energy</u> and the force of gravity.	SC.7.13.5.A <b>Develop a model</b> to describe the <u>cycling</u> of Earth's materials and the flow of energy that drives this process.		.		SC.HS.13.3.A <b>Analyze geoscience data</b> to make the claim that one change to Earth's surface can <u>create feedbacks</u> that cause changes to other Earth systems	
	SC.7.13.5.B <b>Construct a scientific</b>		.		SC.HS.13.3.B <b>Develop a model</b> based on evidence of Earth's interior to	

	<b>explanation</b> based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources <u>are the result of</u> past and current geoscience processes.				describe the <u>cycling of matter</u>	
	SC.7.13.5.C <b>Construct an argument</b> supported by evidence for how increases in human population and per-capita consumption of natural resources <u>impact Earth's systems</u> .				SC.HS.13.3.C <b>Construct an argument based on evidence</b> to explain the multiple <u>processes that cause</u> Earth's plates to move.	
				SC.HS.13.3.D <b>Plan and conduct an investigation</b> of the <u>properties of</u> water and their effects on Earth materials, surface processes, and groundwater systems.		
			SC.HS.13.3.E <b>Develop a quantitative model</b> to describe the <u>cycling of</u> carbon and other	.		

			nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past			
<b>Earth &amp; Space Science</b> <b>Topic 14: History of Earth</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>History of Earth (SC.7.14 and SC.8.14 and SC.HS.14)</b>						
SC.7.14.6 Gather, analyze, and communicate evidence to explain Earth's history. SC.8.14.7 Gather, analyze, and communicate evidence to explain Earth's history. SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history.						
	SC.7.14.6.A <b>Construct an explanation</b> based on evidence for how geoscience processes have changed Earth's surface at <u>varying time and spatial scales</u> .	SC.8.14.7.A <b>Construct a scientific explanation</b> based on evidence <u>found within-from</u> rock strata, <u>including index fossils</u> , for how the geologic <u>time scale</u> is used to organize Earth's 4.6-billion-year-old history.			SC.HS.14.4.A <b>Evaluate evidence</b> of the <u>past and current movements</u> of continental and oceanic crust and the theory of plate tectonics to explain the <u>differences in</u> age, structure, and composition of crustal and sedimentary rocks.	
	SC.7.14.6.B <b>Analyze and interpret data</b> on the <u>distribution</u> of fossils and rocks,				SC.HS.14.4.B <b>Apply scientific reasoning</b> and evidence from ancient Earth materials, meteorites, and other planetary	

	continental shapes, and seafloor structures to provide evidence of past plate motions.				surfaces to <u>reconstruct Earth's formation</u> and early history.	
	SC.7.14.6.C <b>Analyze and interpret data</b> on <del>natural</del> geologic hazards to forecast future catastrophic events and <u>inform the development of technologies to mitigate their effects</u> .				SC.HS.14.4.C <b>Develop a model</b> to illustrate how Earth's internal and surface processes operate <u>over time</u> to form, modify, and recycle continental and ocean floor features.	
			SC.HS.14.4.D <b>Construct an argument</b> based on evidence to validate <u>coevolution</u> of Earth's systems and life on Earth.			
<b>Earth &amp; Space Science Topic 15: Sustainability</b>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Sustainability (SC.HS.15)</b>						
SC.HS.15.5 Gather, analyze, and communicate evidence to describe the interactions between society, environment, and economy.						
			SC.HS.15.5.A <b>Construct an explanation based on</b>			

			<b>evidence</b> for how the availability of natural resources, occurrence of natural hazards, and <u>changes in climate</u> have influenced human activity.			
			SC.HS.15.5.B <b>Evaluate competing design solutions</b> for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.			
			SC.HS.15.5.C <b>Use</b> <b>Create a computational simulation</b> to illustrate the relationships among management of natural resources, the <u>sustainability</u> of human populations, and biodiversity.			
			SC.HS.15.5.D <b>Evaluate or refine a technological solution</b> that increases positive impacts of human activities on <u>natural systems</u> .			
					SC.HS.15.5.E <b>Evaluate a solution to a complex real-world problem</b> based	

					on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible <u>social, cultural, and environmental impacts</u> .	
				SC.HS.15.5.F Use a <b>computational representation</b> to illustrate the <u>relationships among</u> Earth systems and <u>the degree to which</u> those relationships are being modified due to human activity.		
Science 6	Science 7	Science 8	Biology	<ul style="list-style-type: none"> <li>- Physical Science: Chemistry</li> <li>- Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Science: Physics</li> <li>- Physics</li> <li>- AP Physics 1: Algebra-Based</li> </ul>	

**6 - 8 Instructional Materials**

Grade Level / Course	Resource(s)
<b>Science 6</b>	Amplify Science 6
<b>STEM 6</b>	
<b>STEM Exploration 6 (RMS Only)</b>	
<b>Science 7</b>	Amplify Science 7
<b>STEM 7</b>	
<b>Science 8</b>	Amplify Science 8
<b>STEM 8</b>	

**9 - 12 Instructional Materials**

Grade Level / Course	Resource(s)
<b>Biology</b>	Miller & Levine Biology Published by Pearson
<b>Chemistry</b>	Experience Chemistry Published by Pearson
<b>Physics</b>	Conceptual Physics with online “Mastering Physics” Published by Pearson
<b>Physical Science: Chemistry</b>	Conceptual Physics with online “Mastering Physics” Published by Pearson
<b>Physical Science: Physics</b>	Conceptual Physics with online “Mastering Physics” Published by Pearson
<b>Astronomy</b>	Starry Night Digital Platform
<b>Environmental Science</b>	Environmental Science, 16th Student Edition + MindTap Miller/Spoolman 16th Edition Published by Cengage



<b>Human Anatomy and Physiology</b>	Hole's Essentials of Human Anatomy and Physiology Published by McGraw Hill
<b>Zoology</b>	Zoology 11th Edition Published by McGraw Hill
<b>AP Biology</b>	AP Edition Campbell Biology in Focus 3rd edition Published by Pearson
<b>AP Chemistry</b>	Chemistry by Zumdahl and Zumdahl 10th Edition Published by Cengage
<b>AP Environmental Science</b>	Environmental Science for the AP® Course Third Edition by Andrew Friedland; Rick Relyea Published by Bedford, Freeman, & Worth
<b>AP Physics 1: Algebra-Based</b>	College Physics for the AP® Physics 1 Course 2e & CP NC HS College Physics 2e AP® Physics 2 Course for All Schools & CM SaplingPlus for College Physics for AP® Physics 2
<b>AP Physics 2: Algebra-Based</b>	
<b>Introduction to IB Chemistry and IB Physics</b>	
<b>IB Chemistry HL I</b>	
<b>IB Chemistry HL II</b>	
<b>IB Biology SL</b>	
<b>IB Biology HL I</b>	
<b>IB Biology HL II</b>	
<b>IB Physics SL</b>	
<b>IB Physics HL I</b>	
<b>IB Physics HL II</b>	

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of the 6-12 Family and Consumer Sciences Instructional Materials Proposal and the 6-12 Family and Consumer Sciences Framework- Part II

**Meeting Date:** April 14, 2025

**Background/  
Description:**

The 6 -12 Family and Consumer Sciences Framework was approved by the Board of Education in April, 2024. In the 2024-2025 school year, 6th-12th grade teams engaged in exploration and analysis of potential resources. The 6 -12 Family and Consumer Sciences Curriculum Planning Committee reconvened on March 17, 2025, to review the recommendations of instructional materials. Those recommendations were then taken to our community for review on March 25, 2025 and April 3, 2025.

Recommendations for PK-12 resources are included within the Instructional Materials Proposal.

Pending program budgeting, the estimated cost is \$172,650.

**Action Desired:** Approval of the 6-12 Family and Consumer Sciences Instructional Materials Proposal and the 6-12 Family and Consumer Sciences Framework- Part II

**Policy/Strategic**

**Plan Reference:** Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

**Responsible**

**Person(s):** Dr. Heather Phipps, Dr. Tony Weers, and Mrs. Lynn Hill

**Superintendent's**

**Signature:**



## Proposal for Family and Consumer Sciences Instructional Materials

Based on the recommendations from the 6-12 Family and Consumer Sciences Curriculum Planning Committee, the Office of Educational Services is proposing the following instructional materials for adoption for the 2025-2026 school year.

Family and Consumer Sciences Instructional Materials Selections		
<b>Middle School</b>		
Modules/Teacher Resources	\$0.00	Millard teacher-created modules exposing students to food, nutrition, apparel design & construction, business marketing & management, interior design & architecture, and hospitality & tourism.
Equipment/Supplies	\$67,548.00	See Equipment/Supplies/Technology table below.
Technology	\$3,117.00	See Equipment/Supplies/Technology table below.
Total	\$70,665.00	
<b>High School</b>		
Textbooks/Teacher Resources	\$29,910.00	Textbooks & Millard teacher created instructional resources. See Primary Instructional resources table below.
Equipment/Supplies	\$40,867.00	See Equipment/Supplies/Technology table below.
Technology	\$31,118.00	See Equipment/Supplies/Technology table below.
Total	\$101,895.00	

Family and Consumer Sciences Instructional Resources		
Pathway/Course Name	Primary Instructional Resources	
Foods 6, 8	<ul style="list-style-type: none"> <li>● FCS Safety &amp; Procedures Manual</li> </ul>	
Design Project Lab 7/8	Millard created Project Modules: <ul style="list-style-type: none"> <li>● Capsule wardrobe</li> <li>● Electronic Textiles</li> <li>● Fabric Studio</li> <li>● Fashion Designs</li> <li>● Business Builders</li> <li>● Event Planner</li> </ul>	<ul style="list-style-type: none"> <li>● Shoe Design</li> <li>● Interior Design</li> <li>● Upcycling</li> <li>● Cultural Exploration</li> <li>● Investigation Station</li> <li>● Travel Agent</li> </ul>
Food & Nutrition Pathway	<i>Introduction to Food</i> , (Goodheart-Willcox, 2025) <i>Introduction to Culinary Arts</i> , (Pearson, 2020)	
Human Development & Family Pathway	<i>Child Development: Early Stages Through Age 12</i> . Tinley Park: Goodheart-Willcox, 2016 (In hand, no new purchase) <i>Interpersonal Relationships</i> . Tinley Park: Goodheart-Willcox, 2018. (In hand, no new purchase)	
Housing & Textile Design Pathway	<i>Interior Design</i> . Tinley Park: Goodheart-Willcox, 2017. (In hand, no new purchase) <i>Clothing, Fashion, Fabrics and Construction</i> . 4th ed. Peoria: Glencoe McGraw-Hill, 2003. (In hand, no new purchase)	

Family and Consumer Sciences Equipment/Supplies/Technology		
Pathway Name	Equipment/Supplies	Technology
Foods 6, 8	Air fryer, baking sheet, bent edge spatulas, blender, cookware set, induction burner, knife set, knife sharpener, microwave, muffin pan, oven/range, pizza pan, rowenta iron, toaster, under cabinet microwave, washer and dryer and pedestal	

Design Project Lab 7/8	Fiskars fabric shears, Bernina 325, Cricut Explore	One by Wacom
Food & Nutrition Pathway	Stoves, dish washer, microwave, teacher demo table, student work tables	
Human Development & Family Pathway	Replace worn dvd of In the Womb, Mr. Potato Head	
Housing & Textile Design Pathway	Bernina Serger, Darmha natural dyes, fabric file, fiber slides, fiber testing kit, shear repair and maintenance, Interior design stencil, ironing boards, mesh gloves, microscope, stencil organizer, undyed wool, weave loom,	

**Estimated cost for adoption:**

Estimated the total cost at \$172,650.00

The secondary instructional equipment and materials team included all of the middle school and high school Family and Consumer Sciences teachers from the six middle schools and three traditional high schools. Each pathway team met twice during the first semester of the 2024- 2025 school year. They recommended high-quality instructional equipment and materials for Family and Consumer Sciences. These recommendations align to grade-level standards, instructional design, and assessment design with careful consideration for a successful district-wide implementation.

**Community Instructional Resources Preview**

In addition to the instructional materials process noted above, opportunities for community members to preview the proposed materials and resources were made available on March 25 and April 3, 2025. A total of 10 community members attended. Conversations and comments reflected appreciation of all of the options that Millard offers.

**6 – 12**

# **Family and Consumer Sciences Framework**

**Part I: 6 - 12**

**April 1, 2024**

**Part II: 6 - 12**

**April 14, 2025**



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### Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.



## **Millard Public Schools Mission**

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students

## **Millard Public Schools Beliefs**

We believe:

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- All people are entitled to a safe, caring, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

## **Family and Consumer Sciences Philosophy**

Family and Consumer Sciences Curriculum integrates the art of living and career readiness skills to develop sustainable individuals, families, and community members.

## **Academic and College and Career Readiness Essential Learning Outcomes**

This framework aligns to the academic and college and career readiness outcomes approved by the Board of Education in Rule 6110.1.

## **6-12 Family and Consumer Sciences Curriculum Planning Committee**

Nicole Anderson	Beadle Middle Schools	Family and Consumer Sciences Teacher
Julie Baker	Russell Middle School	Family and Consumer Sciences Teacher
Bridget Bliefernich	North Middle School	Family and Consumer Sciences Teacher
Amy Breiter	North High School	Family and Consumer Sciences Teacher
Dian Carlson	Millard West High School	Family and Consumer Sciences Teacher
Eliza Donley	West High School	Family and Consumer Sciences Teacher
Angela Hansen	Kiewit Middle School	Family and Consumer Sciences Teacher
Lauren Hewitt	Millard West High School	Family and Consumer Sciences Teacher
Alexa Luther	South High School	Family and Consumer Sciences Teacher
Amy Mach	Millard West High School	Family and Consumer Sciences Teacher
Emily Murphy	South High School	Family and Consumer Sciences Teacher
Jessica Nelson	Ron Witt Support Service Center	Instructional Technology Facilitator
Melanie Olson	Don Stroh Administration Center	Coordinator of Secondary Programs
Natalie Peterson	Millard South High School	Family and Consumer Sciences Teacher
Christy Roncka	Millard South High School	Family and Consumer Sciences Teacher
Brenda Schmidt	West High School	Family and Consumer Sciences Teacher
Kaye Schweigert	Ron Witt Support Service Center	6-8 Special Education Program Facilitator
Jordan Soheilian	Millard North High School	Family and Consumer Sciences Teacher
Heather Spessard-Schroer	Andersen Middle School	Assistant Principal
Matthew Starks	North High School	Assistant Principal
Tonya Stutzman	Central Middle School	Family and Consumer Sciences Teacher
Peggy Thompson	Millard West High School	Family and Consumer Sciences Teacher
Jeff Uher	Millard South High School	Family and Consumer Sciences Teacher
Allison Wagner	Millard South High School	Family and Consumer Sciences Teacher
Madison Wieck	North High School	Family and Consumer Sciences Teacher
Wendy Wight	Ron Witt Support Service Center	9-12 Special Education Program Facilitator
Savanna Young	Millard North High School	Family and Consumer Sciences Teacher

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator (2023-2024) and Lynn Hill (2024-2025).

## **6-12 Family and Consumer Sciences Community Focus Group**

Haley Barry		Renaissance Financial, Corporate Events
Bridget Bliefernich	Parent	Millard Public Schools, Family and Consumer Sciences Teacher
Miranda Bright		Nebraska Department of Education, Human Sciences and Education Field Specialist
Scott Butler		Project Harmony, Senior Director of Prevention and Early Intervention
Carol Erwin		Wayne State College, Associate Professor
Sheree Moser		University of Nebraska-Lincoln, Associate Professor
Sara Munderloh		Educare of Omaha, Lead Teacher and Mentor
Jessica Nelson		Millard Public Schools, Instructional Technology Facilitator
Brian O'Malley	Parent	Metropolitan Community College, Associate Dean of Culinary, Hospitality, and Horticulture
Erin Oberhauser	Parent	Nebraska Realty, Realtor
Nanci Stephenson		Metropolitan Community College, Program Coordinator/Lead Instructor of Fashion/Interior Design
Anthony Weers		Millard Public Schools, Director of Secondary Education

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator for Millard Public Schools.

In consultation with Dr. Anthony Weers, Ed.D., Director of Secondary Education, Dr. Heather Phipps, Ed.D., Associate Superintendent of Educational Services.

### **Instructional Materials Selection Committees**

#### **Middle School-September - December 2024**

Under the facilitation of Lynn Hill, Curriculum and Instruction MEP Facilitator and Jessica Nelson, Instructional Technology Facilitator.

Nicole Anderson	Beadle Middle School
Bridget Bliefernich	Millard North Middle School
Julie Baker	Russell Middle School
Suzanne Hanish	Kiewit Middle School
Annette Rinaldi	Anderson Middle School
Tonya Stutzman	Central Middle School

#### **High School-September-December 2024**

Under the facilitation of Lynn Hill, Curriculum and Instruction MEP Facilitator and Jessica Nelson, Instructional Technology Facilitator.

Amy Breiter	North High School
Dian Carlson	West High School
Eliza Donly	West High School
Lauren Hewitt	West High School
Alexa Luther	South High School
Amy Mach	West High School
Emily Murphy	South High School
Natalie Peterson	South High School
Christy Roncka	South High School
Brenda Schmidt	West High School
Jordan Soheilian	North High School
Peggy Thompson	West High School
Jeffrey Uher	South High School
Allison Wagner	South High School
Madison Wieck	North High School
Savanna Young	North High School

### **Timeline for MEP Cycle Procedures 6-12 Family and Consumer Sciences**

September 15, 2023	6-12 Family and Consumer Sciences Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 18, 2023	6-12 Family and Consumer Sciences Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 6, 2023	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> <li>• Human Sciences/Family and Consumer Sciences Program of Study</li> <li>• Work-based Learning Experiences</li> <li>• Issues impacting individuals, families and the community</li> <li>• Recruitment and retention of Program of Study concentrators</li> </ul>
December 5, 2023	Community Focus Group: provided input on issues related to the Human Sciences/Family and Consumer Sciences career field
January 15, 2024	6-12 Family and Consumer Sciences teachers met to synthesize research findings and to determine which Programs of Study to offer
February 6, 2024	6-12 Family and Consumer Sciences Curriculum Planning Committee: met to write the scope and sequence of Family and Consumer Sciences Pathway matrices, course descriptions, course rationales and philosophy statement
February 27, 2024	6-12 Family and Consumer Sciences Curriculum Planning Committee: met to finalize the Framework components
April 1, 2024	Family and Consumer Sciences Framework, Part I submitted to the Board of Education for approval
August 1,2, 5-7, 2025	Fall Workshop - Launch Phase II Curriculum Materials Review Process
August 28, 2024	Foods 6 Family Consumer Science Curriculum Planning committee Phase II Materials Review
August 29, 2024	Child Development and Adult Life & Relationships Family Consumer Science Curriculum Planning committee Phase II Materials Review
September 10, 2024	Introduction to Design Family Consumer Science Curriculum Planning committee Phase II Materials Review
September 26, 2024	Foods 8 Family Consumer Science Curriculum Planning committee Phase II Materials Review
October 15, 2024	Advanced Culinary Skills and Introduction to Design Family Consumer Science Curriculum Planning committee Phase II Materials Review

October 16, 2024	Introduction to Food & Nutrition and Culinary Skills Family Consumer Science Curriculum Planning committee Phase II Materials Review
October 23, 2024	7/8 Design Project Lab Family Consumer Science Curriculum Planning committee Phase II Materials Review
October 31, 2024	Apparel Design & Construction and Interior Design & Architecture Family Consumer Science Curriculum Planning committee Phase II Materials Review
November 12, 2024	Child Development and Adult Life & Relationships Family Consumer Science Curriculum Planning committee Phase II Materials Review
November 13, 2024	Foods 6 and Foods 8 Family Consumer Science Curriculum Planning committee Phase II Materials Review
December 3, 2024	7/8 Design Project Lab Family Consumer Science Curriculum Planning committee Phase II Materials Review
December 4, 2024	Apparel Design & Construction and Interior Design & Architecture Family Consumer Science Curriculum Planning committee Phase II Materials Review
December 11, 2024	Apparel Design & Construction and Interior Design & Architecture Family Consumer Science Curriculum Planning committee Phase II Materials Review
March 17, 2025	Curriculum Planning Committee review recommended resources.
March 25, 2025	Community Review Night #1 to provide input on proposed curricular materials.
April 3, 2025	Community Review Night #2 to provide input on proposed curricular materials.
April 14, 2025	6 - 12 Family Consumer Science Framework Part II proposal submitted to the Board of Education for approval.

## Introduction to Family and Consumer Sciences Matrix

### Introduction

This matrix displays the Millard Public Schools Family and Consumer Sciences Standards and Indicators. These standards include Millard Public Schools College and Career Readiness Standards; Nebraska State Human Sciences and Education Program of Study Standards; and Business, Marketing and Management Program of Study, Culinary Arts and Event Planning Standards in effect during the 2023-2024 school year.

The matrix documents the scope and sequence of courses for 6-12 Family and Consumer Sciences content area. The 6-8 matrix presents the standards and indicators for two food and nutrition courses and a Design Project Lab. The 9-12 courses are organized into three career pathways:

- Child, Youth, and Family Studies
- Culinary Arts and Event Planning
- Design

Juniors and Seniors can participate in a Family and Consumer Sciences Work-Based Learning Experience and concurrently enroll in an intermediate and/or capstone 9-12 career pathway course that aligns to their job focus.

### Legend



Cell without shading: Millard or State concept standard or indicator exists



Shaded cell: No Millard or State concept standard or indicator exists

### Nomenclature

The Standards and Indicators are sequenced in the following matrix. Each section leads with a career field focus followed by specific course standards and indicators as noted. Nomenclature for the standards and indicators is as follows:

### **Middle School**

FCS.M      Family and Consumer Sciences Millard Standard

MS          Middle School

### Examples

FCS.M.MS.7	FCS.M	=Family and Consumer Sciences, Millard Standard
	MS	=Middle School Level
	7	=Course Level Standard
FCS.M.MS.8.2.a	FCS.M	=Family and Consumer Sciences, Millard Standard
	MS	=Middle School Level
	8	=Course Level Standard
	2.a	=Course Level Sub-Standard and Indicator

**High School**

FCS.M	Family and Consumer Sciences Millard Standard
HSE	State Human Sciences and Education Program of Study Standard
BMM	State Business, Marketing and Management Program of Study Standard
CTE.M	Career and Technical Education Millard Standard

HS            High School level

High School Nebraska Department of Education Course Number

Child Development - 30  
 Adult Life and Relationships - 24  
 Introduction to Food and Nutrition - 21  
 Culinary Skills - 10  
 Advanced Culinary Skills - 11  
 Introduction to Design - 26  
 Apparel Design and Construction - 1  
 Interior Design and Architecture - 22

Examples

HSE.HS.22.1	HSE    =Human Sciences and Education Career Field
	HS     =High School Level
	22     =State Program of Study Course Number
	1       =Course Standard
BMM.HS.10.2.a	BMM   =Business, Marketing and Management Career Field
	HS     =High School Level
	10     =State Program of Study Course Number
	2       =Course Standard
	a       =Indicator
CTE.M.HS.WBL.7	CTE    =Career and Technical Education
	M       =Millard Standard
	HS     =High School Level
	WBL   =Work-Based Learning Standard
	7       =Course Standard

<b>6-8 Family and Consumer Sciences Standards:</b> <b>Students will demonstrate knowledge, skills and practices related to the Human Sciences Career Field.</b>		
<b>FCS 6 -Foods</b>	<b>FCS 8 -Foods</b>	<b>FCS 7-8 - Design Project Lab</b>
<b>Career Ready Practice</b>		
<b>FCS.M.MS.1 Students will apply appropriate academic and technical skills.</b>		
<b>FCS.M.MS.1.1 Apply reading skills and strategies to comprehend grade-level literary and informational texts.</b>	<b>FCS.M.MS.1.1 Apply reading skills and strategies to comprehend grade-level literary and informational texts.</b>	<b>FCS.M.MS.1.1 Apply reading skills and strategies to comprehend grade-level literary and informational texts.</b>
<b>FCS.M.MS.1.2 Build and use conversational, academic, and discipline-specific, grade-level vocabulary.</b>	<b>FCS.M.MS.1.2 Build and use conversational, academic, and discipline-specific, grade-level vocabulary.</b>	<b>FCS.M.MS.1.2 Build and use conversational, academic, and discipline-specific, grade-level vocabulary.</b>
<b>FCS.M.MS.1.3 Apply mathematics knowledge and processes within real-world contexts.</b>	<b>FCS.M.MS.1.3 Apply mathematics knowledge and processes within real-world contexts.</b>	<b>FCS.M.MS.1.3 Apply mathematics knowledge and processes within real-world contexts.</b>
FCS.M.MS.1.3.a Apply appropriate procedures and tools to determine measurements.	FCS.M.MS.1.3.a Convert between different standard measurement units.	<b>FCS.M.MS.1.4 Apply speaking and listening skills and strategies to communicate effectively for a variety of audiences and purposes.</b>
	FCS.M.MS.1.3.b Use ratio and rate reasoning to solve real-world and mathematical problems.	<b>FCS.M.MS.1.5 Apply writing skills and strategies to communicate effectively for a variety of purposes.</b>
<b>FCS.M.MS.2 Students will demonstrate critical thinking and problem-solving skills. (CCR.M.1)</b>		
FCS.M.MS.2.a Utilize critical thinking to make sense of problems and persevere in solving them.	FCS.M.MS.2.a Utilize critical thinking to make sense of problems and persevere in solving them.	FCS.M.MS.2.a Utilize critical thinking to make sense of problems and persevere in solving them.
<b>FCS.M.MS.3 Students will demonstrate creativity and innovation. (CCR.M.2)</b>		
<b>FCS.M.MS.4 Students will demonstrate collaboration and teamwork. (CCR.M.3)</b>		
FCS.M.MS.4.a Understands teamwork and works with others.	FCS.M.MS.4.a Understands teamwork and works with others.	FCS.M.MS.4.a Understands teamwork and works with others.
FCS.M.MS.4.b Negotiates to resolve conflicts.	FCS.M.MS.4.b Negotiates to resolve conflicts.	FCS.M.MS.4.b Negotiates to resolve conflicts.
<b>FCS.M.MS.5 Students will demonstrate effective communication skills. (CCR.M.4)</b>		



FCS.M.MS.5.a Be aware of tone and communicate with respect.	FCS.M.MS.5.a Be aware of tone and communicate with respect.	FCS.M.MS.5.a Be aware of tone and communicate with respect.
		FCS.M.MS.5.b Utilize effective oral and written communication skills.
FCS.M.MS.6 Students will demonstrate citizenship and personal responsibility. (CCR.M.5)		
FCS.M.MS.6.a Utilize resource management (manages time, money, materials and personnel).	FCS.M.MS.6.a Utilize resource management (manages time, money, materials and personnel).	FCS.M.MS.6.a Utilize resource management (manages time, money, materials and personnel).
Safety Training and Practice		
FCS.M.MS.7 Students will identify and apply a safe working environment using equipment and technology appropriately.		
FCS.M.MS.7.1.a Apply safe practices when responsible for self and others.	FCS.M.MS.7.1.a Apply safe practices when responsible for self and others.	FCS.M.MS.7.2.a Knows safety requirements.
FCS.M.MS.7.1.b Define and identify prevention methods and risks of cross-contamination.	FCS.M.MS.7.1.b Identify prevention methods and risks of cross-contamination.	FCS.M.MS.7.2.b Demonstrates a safe use of equipment to produce a project.
FCS.M.MS.7.1.c Apply safe food-handling procedures and prevention.	FCS.M.MS.7.1.c Apply safe food-handling procedures and prevention.	
FCS.M.MS.7.1.d Identify cleaning procedures for work surfaces and equipment.	FCS.M.MS.7.1.d Demonstrate proper procedures for cleaning work surfaces and equipment.	
Food Preparation Skills		
FCS.M.MS.8 Students will demonstrate basic food preparation techniques.		
FCS.M.MS.8.1.a Identify recipe parts and discuss the importance of each including measuring, abbreviations, conversions, and cooking methods.	FCS.M.MS.8.2.a Identify and practice using basic kitchen equipment and tools.	
FCS.M.MS.8.1.b Identify cooking tools, utensils, and small appliance use and safely demonstrate their functions.	FCS.M.MS.8.3 Students will apply management techniques and consumer skills.	
	FCS.M.MS.8.3a Utilize resources to make decisions about food and nutrition.	
	FCS.M.MS.8.4 Students will understand the relationship of food and nutrition.	
	FCS.M.MS.8.4.a Understand importance of food and nutrition.	

	FCS.M.MS.8.4.b Identify the Dietary Guidelines used to make nutrition and lifestyle recommendations for Americans.	
	<b>Culinary Skills</b>	
	<b>FCS.M.MS.9 Students will explore employment opportunities and careers relating to culinary arts.</b>	
	FCS.M.MS.9.a Research and describe a career relating to culinary arts.	
	FCS.M.MS.9.b Identify knowledge and skills necessary for careers related to culinary arts.	
<b>Childcare</b>		
<b>FCS.M.MS.10.1 Students will recognize personal traits needed to care for children.</b>		
FCS.M.MS.10.1.a Understand the need for effective decision-making skills related to child care situations (e.g., safe environment, age and developmentally appropriate care (safety, activities, food, toys) etc.).		
<b>FCS.M.MS.10.2 Students will understand the development of a child.</b>		
FCS.M.MS.10.2.a Students will describe how infants/children grow and develop physically, intellectually, emotionally, and socially.		

Course	6 Foods	8 Foods	7-8 Design Project Lab
Materials	Open Educational Resources and staff created resources		

**9-12 Comprehensive Child, Youth and Family Studies Pathway Standard:  
Students will synthesize knowledge, skills and practices required for careers in Child, Youth and Family Studies.**

**Pathway Standards and Indicators**

<b>Child Development</b>	<b>Adult Life and Relationships</b>
<b>HSE.HS.5.1 Explain the basic principles of child development from conception to age 12.</b>	<b>HSE.HS.24.1 Analyze personal needs and characteristics and their effects on interpersonal relationships.</b>
HSE.HS.5.1.a Explain physical development milestones from conception to age 12.	HSE.HS.24.1.a Examine the effects of personal characteristics and life events on relationships.
HSE.HS.5.1.b Explain intellectual development milestones from conception to age 12.	HSE.HS.24.1.c Describe the effects of lifespan events and conditions on relationships.
HSE.HS.5.1.c Explain emotional development milestones from conception to age 12.	<b>HSE.HS.24.2 Analyze the effects of family as a system on individuals and society.</b>
HSE.HS.5.1.d Explain social development milestones from conception to age 12.	HSE.HS.24.2.a Describe the function of the family as the basic unit of society.
<b>HSE.HS.5.2 Evaluate child development theoretical perspectives and their applications.</b>	HSE.HS.24.2.b Examine the role of family in teaching culture and traditions across the lifespan.
HSE.HS.5.2.a Identify the various child development theorists and theories.	HSE.HS.24.2.c Summarize the family's role in developing independence, interdependence, and commitment of family members.
HSE.HS.5.2.b Evaluate developmentally appropriate child care skills from conception to age 12.	HSE.HS.24.2.d Describe the effects of various stages of the family life cycle on interpersonal relationships.
HSE.HS.5.2.c Identify parenting decisions and practices that impact healthy development from conception to age 12.	<b>HSE.HS.24.3 Evaluate the functions and expectations of various types of interpersonal relationships.</b>
<b>HSE.HS.5.3 Analyze family theoretical perspectives and their impact on child growth and development.</b>	HSE.HS.24.3.a Categorize the various types of interpersonal relationships.
HSE.HS.5.3.a Compare and contrast theorists and theories related to family traits and child growth and development.	HSE.HS.24.3.b Identify the characteristics of healthy and unhealthy relationships.
HSE.HS.5.3.b Classify different parenting types and styles.	HSE.HS.24.3.c Describe processes for building, maintaining, and ending interpersonal relationships.
HSE.HS.5.3.c Compare and contrast the different parenting styles.	HSE.HS.24.3.d Identify physical, intellectual, emotional, and social characteristics of healthy and unhealthy relationships and behaviors including limits, boundaries, and refusal skills.

HSE.HS.5.3.d Explain the impact parenting styles have on the development of young children.	HSE.HS.24.3.e Analyze processes for handling unhealthy relationships.
<b>HSE.HS.5.4 Analyze the theoretical perspectives of social, cultural, and linguistic diversity traits and their impact on child growth and development.</b>	HSE.HS.24.3.f Relate personal values, rights, and responsibilities in relationships to overall health and decision making.
HSE.HS.5.4.a Compare and contrast theorists and theories related to social, cultural, and linguistic diversity guiding childhood behaviors.	<b>HSE.HS.24.4 Evaluate communication skills that contribute to healthy relationships.</b>
HSE.HS.5.4.b Recognize and classify different social, cultural, and linguistic diversity traits of children.	HSE.HS.24.4.a Compare communication styles and their effects on relationships.
HSE.HS.5.4.c Compare and contrast the impact of the multiple influences that affect the social, cultural, and linguistic diversity traits of young children.	HSE.HS.24.4.b Analyze verbal and nonverbal behaviors and attitudes that contribute to effective communication.
HSE.HS.5.4.d Explain the importance of early childhood education.	HSE.HS.24.4.c Demonstrate effective listening and feedback techniques.
<b>HSE.HS.5.5 Describe an understanding of career opportunities and early childhood community resources for supporting families in young children's development.</b>	HSE.HS.24.4.d Analyze strategies to overcome communication barriers in family, community, and work settings.
HSE.HS.5.5.a Describe career opportunities in the field of early childhood.	HSE.HS.24.4.e Apply ethical principles of communication in family, community, and work settings.
HSE.HS.5.5.b Identify college certificates and degree options in the field of early childhood.	HSE.HS.24.4.f Assess the effects of communication via technology in family, work, and community settings.
HSE.HS.5.5.c Identify community resources available for supporting families with young children and their development.	<b>HSE.HS.24.5 Outline principles that guide behavior in interpersonal relationships.</b>
HSE.HS.5.5.d Identify the purpose of the National Association for the Education of Young Children (NAEYC), Nebraska Early Childhood Profession Record System (NECPRS), and other early childhood education resources.	HSE.HS.24.5.a Explain the principles of decision making and problem solving in reducing and managing conflict in interpersonal relationships.
	HSE.HS.24.5.b Identify nonviolent strategies that address conflict and model positive leadership. (e.g., self-awareness, self-regulation, motivation, empathy and social skills).
	HSE.HS.24.5.c Identify stress management strategies for family, work, and community settings.
	<b>FCS.M.HS.FCA.1 Analyze the importance of resilience in families and communities. (HSE.HS.14.6)</b>
	FCS.M.HS.FCA.1.a Define resilience. (HSE.HS.14.6.a)
	FCS.M.HS.FCA.1.b Describe what a resilient individual, family, and community look like and the correlation between them. (HSE.HS.14.6.b)

	FCS.M.HS.FCA.1.c Analyze the importance of individuals and families being advocates for themselves and its effect on a community. (HSE.HS.14.6.c)
	<b>FCS.M.HS.FCA.2 Outline specific community outreach programs, resources, and connections as they relate to families.</b> (HSE.HS.14.4)
	FCS.M.HS.FCA.2.a Explain the role school organizations can play in advocating for schools and communities. (HSE.HS.14.4.a)
	FCS.M.HS.FCA.2.b Describe local family and community services (e.g., organizations, government resources). (HSE.HS.14.4.b)
	FCS.M.HS.12.FCA.2.c Locate local support resources for specific populations. (HSE.HS.14.4.c)

No change:

Course	Child Development	Adult Life & Relationships
Materials	<i>Child Development: Early Stages Through Age 12</i> (Goodheart-Willcox, 2016)	<i>Interpersonal Relationships</i> (Goodheart-Willcox, 2018)

**9-12 Comprehensive Culinary Arts and Event Planning Pathway Standard:**  
**Students will synthesize knowledge, skills and practices required for careers in Culinary Arts and Event Planning.**

**Pathway Standards and Indicators**

<b>Introduction to Food and Nutrition</b>	<b>Culinary Skills</b>	<b>Advanced Culinary Skills</b>
<b>HSE.HS.21.1 Apply skills to meet career goals within the food, nutrition, and culinary industries.</b>	<b>BMM.HS.10.1 Apply efficiency in food and kitchen safety and sanitation procedures.</b>	<b>BMM.HS.11.1 Demonstrate food and kitchen safety and sanitation procedures.</b>
HSE.HS.21.1.a Demonstrate working as a member of a diverse team.	BMM.HS.10.1.a Demonstrate best practices for purchasing, receiving, inventorying, and storage in the restaurant and food service industry.	BMM.HS.11.1.a Recognize sanitary and safety design and construction features of food production equipment and facilities (e.g., NSF, UL, OSHA, ADA, etc.).
HSE.HS.21.1.b Demonstrate professional practices required in the workplace.	BMM.HS.10.1.b Describe the proper storage and use of cleaners and sanitizers and develop a cleaning schedule.	BMM.HS.11.1.c Outline a safety management program and emergency policies.
HSE.HS.21.1.c Summarize roles, responsibilities, education, training, and credentialing requirements for careers within the food, nutrition, and culinary industries.	BMM.HS.10.1.d Identify appropriate types, uses, and location of fire extinguishers and equipment in the food service area.	<b>BMM.HS.11.2 Apply math concepts to food preparation, recipe, and menu development.</b>
HSE.HS.21.1.d Compare and contrast personal strengths, talents, interests, and passions to the skills and traits required of the workplace.	BMM.HS.10.1.e Describe the role of regulatory agencies governing sanitation and food safety.	BMM.HS.11.2.a Calculate the cost of recipes to maximize profitability.
<b>HSE.HS.21.2 Analyze U.S. and global food systems and their impact on personal health.</b>	<b>BMM.HS.10.2 Apply math concepts to food preparation, recipe, and menu development.</b>	BMM.HS.11.2.b Convert recipes between the English and metric system.
HSE.HS.21.2.a Compare and contrast definitions of health and wellness.	BMM.HS.10.2.a Perform basic math functions using the baker's percentage and fraction factor.	BMM.HS.11.2.c Convert recipes to yield smaller and larger quantities to maximize resources.
HSE.HS.21.2.b Analyze farm to table for a variety of food products grown locally and globally.	BMM.HS.10.2.b Calculate the cost of recipes.	<b>BMM.HS.11.3 Demonstrate technical food preparation techniques.</b>
HSE.HS.21.2.c Identify issues surrounding global production of food and how sustainability and conservation practices are connected.	BMM.HS.10.2.c Demonstrate measurements using weight and volume.	BMM.HS.11.3.b Prepare fruits and vegetables.
<b>HSE.HS.21.3 Analyze the six essential nutrients and their purposes in the body.</b>	BMM.HS.10.2.d Convert recipes to yield smaller and larger quantities based on operational needs.	BMM.HS.11.3.c Prepare potatoes, grains, legumes, and pastas.

HSE.HS.21.3.a Identify key bodily functions of the six essential nutrients and the components of each.	<b>BMM.HS.10.3 Apply menu planning principles based on standardized recipes to meet customer needs.</b>	BMM.HS.11.3.d Prepare meats, poultry, and seafood.
HSE.HS.21.3.c Identify the nutrient density of a variety of foods for each of the nutrients.	BMM.HS.10.3.a Apply menu planning principles to develop and modify menus.	BMM.HS.11.3.e Prepare various global cuisines.
HSE.HS.21.3.d Interpret the impact and effects of over or underconsumption of each nutrient.	BMM.HS.10.3.b Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.	<b>BMM.HS.11.4 Implement food service management principles.</b>
<b>HSE.HS.21.4 Integrate current dietary recommendations and guidelines to plan and analyze a healthy diet.</b>	BMM.HS.10.3.c Create professional menu item descriptions for a food product.	BMM.HS.11.4.a Develop a business management and marketing plan for food service operations.
HSE.HS.21.4.a Recognize reliable sources of nutrition information (e.g., Dietary Reference Intakes, Dietary Guidelines, MyPlate model, food labels).	BMM.HS.10.3.d Develop a standardized recipe listing the ingredients and procedures in the order of which they are used.	BMM.HS.11.4.c Interpret impact of costs incurred by a food service business.
HSE.HS.21.4.b Compare and contrast personal eating habits to current recommendations for a healthy diet.	BMM.HS.10.3.e Utilize weight and measurement tools in food preparation and portion control.	BMM.HS.11.4.d Develop a budget.
HSE.HS.21.4.c Apply current dietary recommendations and guidelines to meal planning.	<b>BMM.HS.10.4 Demonstrate fundamental procedures within the restaurant and food service industry.</b>	BMM.HS.11.4.f Record performance of menu items to analyze sales and determine menu revisions.
<b>HSE.HS.21.5 Demonstrate effective food and kitchen safety and sanitation procedures.</b>	BMM.HS.10.4.b Demonstrate proper planning and time management to the overall operation of the restaurant facility.	
HSE.HS.21.5.a Identify microorganisms which are related to food spoilage and foodborne illnesses.	BMM.HS.10.4.e Prepare requisitions for food, equipment, and supplies to meet production requirements.	
HSE.HS.21.5.b Apply proper personal hygiene, health habits, and industry-standard apparel.	<b>BMM.HS.10.5 Demonstrate technical food preparation techniques.</b>	
HSE.HS.21.5.d Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of foodborne illness.	BMM.HS.10.5.a Identify and describe the function of common ingredients used in cooking and baking (including but not limited to: fats, flours, sugars, eggs, dairy, grains, legumes, fruits, vegetables, meats, seafood, etc.).	

HSE.HS.21.5.e Demonstrate kitchen safety practices to prevent accidents (e.g., slips, burns, fires, shock, cuts, equipment accidents, poisoning).	BMM.HS.10.5.b Identify the characteristics of herbs and spices and incorporate them to enhance flavor.	
HSE.HS.21.5.f Implement a safety and sanitation inspection and identify modifications necessary for compliance with standards.	BMM.HS.10.5.c Prepare salads, vinaigrettes, emulsions, and other common dips.	
<b>HSE.HS.21.6 Demonstrate foundational food preparation techniques.</b>	BMM.HS.10.5.d Prepare sandwiches, pizza, stocks, soups and sauces.	
HSE.HS.21.6.a Demonstrate foundational culinary techniques (measuring, knife skills, folding, creaming) and correct use of kitchen equipment.	BMM.HS.10.5.e Prepare dessert sauces, baked goods, and pastries.	
HSE.HS.21.6.b Demonstrate mise en place.	BMM.HS.10.5.f Demonstrate professional plating, garnishing, and food presentation techniques.	
HSE.HS.21.6.c Demonstrate proper scaling techniques to convert recipes to yield smaller and larger quantities.	<b>BMM.HS.10.6 Examine effective management principles within the restaurant and food service industry.</b>	
HSE.HS.21.6.d Apply the fundamentals of time, temperature, and cooking methods (dry, moist, combination) to cooking, cooling, reheating, and holding a variety of foods.	BMM.HS.10.6.a Identify the components of a restaurant and food service management plan.	
HSE.HS.21.6.e Demonstrate the preparation techniques for common essential nutrient-dense food sources (fruits, vegetables, proteins, carbohydrates, dairy products).	BMM.HS.10.6.d Explain principles of customer service in the restaurant and food service industry, with an emphasis on community focused customer service.	
HSE.HS.21.6.f Label and store fresh and finished food products appropriately to reduce spoilage.	BMM.HS.10.6.e Describe the opportunities for entrepreneurship in the restaurant and food service industries.	
<b>HSE.HS.21.7 Create a meal plan based on dietary recommendations for individuals and families across the lifespan.</b>		
HSE.HS.21.7.b Develop a market order and time management plan.		
HSE.HS.21.7.c Identify the categories of a menu (e.g., appetizers, sandwiches, entrees).		



HSE.HS.21.7.d Apply recommended portion sizes to food preparation and serving.		
HSE.HS.21.7.e Recognize and make dietary modifications for special dietary needs.		

Course	Introduction to Food and Nutrition	Culinary Skills	Advanced Culinary Skills
Materials	<i>Guide to Good Food</i> (Goodheart-Willcox, 2025)	<i>Introduction to Culinary Arts</i> (Pearson, 2020)	

**9-12 Comprehensive Design Pathway Standard:**  
**Students will synthesize knowledge, skills and practices required for careers in Design.**  
**Pathway Standards and Indicators**

<b>Introduction to Design</b>	<b>Apparel Design and Construction</b>	<b>Interior Design and Architecture</b>
<b>HSE.HS.26.1 Apply the use of elements and principles of design.</b>	<b>HSE.HS.1.1 Generate textiles, fashion, and apparel design products using a variety of equipment, tools, and supplies.</b>	<b>HSE.HS.22.1 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.</b>
HSE.HS.26.1.a Identify the elements and principles of design.	HSE.HS.1.1.a Create apparel products using methods including flat pattern, pattern alterations, repurposing, and clothing design and construction.	HSE.HS.22.1.a Apply principles of human behavior to the design of housing, interiors and furnishings.
HSE.HS.26.1.b Apply elements of design.	HSE.HS.1.1.b Produce, alter, or repair fashion and apparel items.	HSE.HS.22.1.b Evaluate the use of elements and principles of design in housing design and commercial and residential interiors.
HSE.HS.26.1.c Apply principles of design.	HSE.HS.1.1.c Apply sewing construction skills to create fashion and apparel items.	HSE.HS.22.1.c Analyze the psychological impact that the principles and elements of design have on the individual.
HSE.HS.26.1.d Explain the interactions between color and design.	HSE.HS.1.1.d Use appropriate products and materials for cleaning, pressing, and finishing fashion and apparel items.	HSE.HS.22.1.d Analyze the effects that the principles and elements of design have on aesthetics and function.
<b>HSE.HS.26.2 Repurpose a used item using the technology available within the design industry.</b>	<b>HSE.HS.1.1.e Apply appropriate math skills in apparel construction.</b>	<b>HSE.HS.22.1.e Explain how fabric selection affects the finish of products.</b>
HSE.HS.26.2.a Apply elements of design.	<b>HSE.HS.1.2 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.</b>	<b>HSE.HS.22.2 Evaluate the influence of architecture, interior design, and furnishings throughout history.</b>
HSE.HS.26.2.b Apply principles of design.	HSE.HS.1.2.a Identify emerging fibers and fabric technologies (e.g., antimicrobial, wicking, electronic textiles, performance textiles).	HSE.HS.22.2.a Distinguish between the styles of architecture, interior design, furniture, and furnishings.
HSE.HS.26.2.c Compare the use of elements and principles of design.	HSE.HS.1.2.b Explain how fabric selection affects the finish of products.	HSE.HS.22.2.b Describe the development of architectural styles throughout history.
HSE.HS.26.2.e Identify solutions to problems to maximize opportunities related to repurposing.	HSE.HS.1.2.c Identify various types of fabric finishes (e.g., stain resistant, fire resistant, wrinkle resistant, waterproof).	HSE.HS.22.2.c Compare and contrast historical architectural details to current housing and interior design trends.

HSE.HS.26.2.f Apply the use of appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.	HSE.HS.1.2.d Apply methods of coloring, dyeing, printing, and finishing fabrics.	HSE.HS.22.2.e Assess design and development trends in architecture, interior design, and furnishings.
<b>HSE.HS.26.3 Analyze the effect of textile characteristics on design, construction, care, use, and maintenance of items.</b>	HSE.HS.1.2.e Select textiles for their quality and appropriateness for use.	<b>HSE.HS.22.3 Evaluate the design and function of interior space.</b>
HSE.HS.26.3.a Identify characteristics of natural fibers (e.g., cotton, wool, silk, linen, bamboo, hemp).	<b>HSE.HS.1.3 Produce fashion and apparel items using design industry technology.</b>	HSE.HS.22.3.a Evaluate living space needs and apply space management guidelines to interior designs.
HSE.HS.26.3.b Identify characteristics of synthetic and/or manmade fibers (e.g., polyester, nylon, rayon, acrylic, acetate, Spandex, Olefin, fiberglass).	HSE.HS.1.2.a Identify emerging fibers and fabric technologies (e.g., antimicrobial, wicking, electronic textiles, performance textiles).	HSE.HS.22.3.b Determine traffic flow, activity, and existing architectural features in creating floor plans responding to the needs of all populations (e.g., aging, handicapped).
HSE.HS.26.3.c Differentiate between the characteristics of common textiles.	HSE.HS.1.2.b Explain how fabric selection affects the finish of products.	HSE.HS.22.3.c Arrange furniture placement with reference to design principles, traffic flow, activity, and existing architectural features.
HSE.HS.26.3.d Compare textiles for different purposes in apparel and interiors.	HSE.HS.1.3.c Analyze current technology, trends, and innovations that facilitate the design and production of textiles, fashion, and apparel.	HSE.HS.22.3.d Evaluate floor plans for efficiency and safety, including but not limited to zones, traffic patterns, furniture placement, storage, and electrical and mechanical systems.
HSE.HS.26.3.e Assess and select textiles for their quality and appropriateness.	HSE.HS.1.3.d Analyze the effect of fast fashion and sustainability practices.	<b>HSE.HS.22.4 Generate a design using technology utilized within the design industry.</b>
<b>HSE.HS.26.4 Demonstrate basic apparel construction and interior design skills.</b>	HSE.HS.1.3.e Create apparel items using design industry technology.	HSE.HS.22.4.a Identify the workplace value of technology tools and applications.
HSE.HS.26.4.a Demonstrate proper use of sewing and interior design tools and equipment.	<b>HSE.HS.1.4 Apply business principles in the apparel and textiles industry.</b>	HSE.HS.22.4.b Use the appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.
HSE.HS.26.4.b Demonstrate proper measuring, pinning, cutting, and construction techniques to construct an apparel or fashion item.	HSE.HS.1.4.a Explain how products are priced for selling (material costs, labor costs, overhead costs).	HSE.HS.22.4.c Create designs using technology commonly used in the interior design field.
HSE.HS.26.4.c Demonstrate proper measuring techniques, scaling techniques, furniture placement, and selection of appropriate materials to construct an interior design product.	HSE.HS.1.4.b Apply the 4P's of marketing (product, place, price, promotion).	HSE.HS.22.4.d Prepare visual presentations using a variety of media methods to communicate the design concept.

<b>HSE.HS.26.5 Analyze career paths within the design field.</b>	HSE.HS.1.4.c Describe the opportunities for entrepreneurship.	<b>HSE.HS.22.5 Evaluate the needs, goals, and resources of a client to design interiors.</b>
HSE.HS.26.5.a Explain the roles and functions of individuals engaged in design careers.	HSE.HS.1.4.d Describe the knowledge and skills required of an entrepreneur.	HSE.HS.22.5.a Identify how geographic locations, safety, security, energy efficiency, aesthetic preferences, and required maintenance affect housing choices for individuals, families, and communities.
HSE.HS.26.5.b Summarize education, training, and credentialing requirements and opportunities for careers in the design field.	<b>HSE.HS.1.5 Demonstrate skills and develop a plan that could lead to a career within the apparel and textiles industry.</b>	HSE.HS.22.5.b Assess financial resources needed to achieve housing and interior design goals.
HSE.HS.26.5.c Describe the opportunities for entrepreneurship in the design field.	HSE.HS.1.5.a Carry out tasks with minimal supervision.	HSE.HS.22.5.c Apply adaptive and universal design concepts to meet client needs.
HSE.HS.26.5.d Analyze the role of professional organizations in design professions.	HSE.HS.1.5.b Execute tasks to ensure progress toward stated objectives.	HSE.HS.22.5.d Evaluate and select furnishings, fixtures, and appliances to meet specific design needs.
HSE.HS.26.5.e Analyze personal attitudes, traits, and values of design professionals with regard to responsibility, accountability, ethics, and effectiveness.	HSE.HS.1.5.c Demonstrate the ability to reason critically and systematically.	HSE.HS.22.5.e Summarize the purposes of various views in architectural drawings including plan views, elevation view, and section and detail views, as well as the use of renderings, models, and isometric drawings.
	HSE.HS.1.5.d Demonstrate a willingness to learn new knowledge and skills.	HSE.HS.22.5.f Demonstrate scaling, 2D elevations, utilization of architectural symbols, and the manual drawing used for interior design.
	HSE.HS.1.5.e Exhibit professional etiquette in all interactions.	HSE.HS.22.5.g Demonstrate design board planning and sample curation.
	HSE.HS.1.5.f Create an employment portfolio to use when seeking job opportunities in the apparel and textiles industry.	<b>HSE.HS.22.6 Apply business principles in the design industry.</b>
		HSE.HS.22.6.a Explain how products and services are priced for selling (material costs, labor costs, overhead costs).
		HSE.HS.22.6.b Demonstrate measuring, estimating, ordering, purchasing, and pricing skills for design products (e.g., furnishings, appliances, floor coverings).

		HSE.HS.22.6.c Apply the 4P's of marketing (product, place, price, promotion).
		HSE.HS.22.6.d Incorporate recycle and redesign principles.
		<b>HSE.HS.22.7 Analyze career paths within the housing and interior design industries.</b>
		HSE.HS.22.7.a Explain the roles and functions of professionals in the housing and interior design industries.
		HSE.HS.22.7.b Summarize education, training, and credentialing requirements and career opportunities in the housing and interior design industries.
		HSE.HS.22.7.d Analyze opportunities for employment and entrepreneurial endeavors in the housing and interior design industries.

No change:

Course	Introduction to Design	Apparel Design & Construction	Interior Design and Architecture
Materials	<i>Interior Design</i> (Goodheart-Willcox, 2017)	Open Educational Resources (OER)	<i>Interior Design</i> (Goodheart-Willcox, 2017)

**11-12 Career and Technical Education (CTE) Work-Based Learning Experiences**  
**Students will synthesize knowledge, skills and practices required for future careers.**

**Career and Technical Education Work-Based Learning Experiences Standards and Indicators**

<b>Work-Trait Qualities</b>	<b>CTE.M.HS.WBL.1 Students will set and pursue career, educational, and personal goals.</b>
	CTE.M.HS.WBL.1.a Demonstrate concepts used to explore, obtain career and potential postsecondary education opportunities.
	CTE.M.HS.WBL.1.b Demonstrate work-based learning strategies.
	CTE.M.HS.WBL.1.c Secure employment in a paid workplace environment.
	<b>CTE.M.HS.WBL.2 Students will understand the connection between school and their postsecondary and career goals.</b>
	CTE.M.HS.WBL.2.a Explore career options.
	CTE.M.HS.WBL.2.b Develop an awareness of the requirements of careers to effectively plan postsecondary and career pursuits.
	<b>CTE.M.HS.WBL.3 Students will model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits.</b>
	CTE.M.HS.WBL.3.a Demonstrate positive attitude, personal fitness, appearance and readiness to work.
	CTE.M.HS.WBL.3.b Apply ethical personal and workplace practices.
	CTE.M.HS.WBL.3.c Demonstrate the MPS College and Career Readiness Skills applicable to the work environment (Critical Thinking and Problem-solving; Creativity and Innovation; Collaboration and Teamwork; Citizenship and Personal Responsibility).
	CTE.M.HS.WBL.3.d Demonstrate the MPS Character Traits at all times (Trustworthiness; Responsibility; Respect; Citizenship).
	<b>CTE.M.HS.WBL.4 Students will build networks that will support learning and expand future opportunities.</b>
	CTE.M.HS.WBL.4.a Foster positive relationships with adults.
<b>Job / Position Expectations</b>	<b>CTE.M.HS.WBL.5 Students will develop leadership skills and a sense of responsibility.</b>
	CTE.M.HS.WBL.5.a Follow all operational and workplace guidelines.
	CTE.M.HS.WBL.5.b Complete all assigned work tasks in a timely manner and with quality.
	<b>CTE.M.HS.WBL.6 Students will solve problems cooperatively and creatively.</b>
	CTE.M.HS.WBL.6.a Know who to contact when questions occur.
	<b>CTE.M.HS.WBL.7 Students comply with workplace policies, procedures and expectations.</b>
	CTE.M.HS.WBL.7.a Demonstrate workplace protocols.

Course	Work Based Learning
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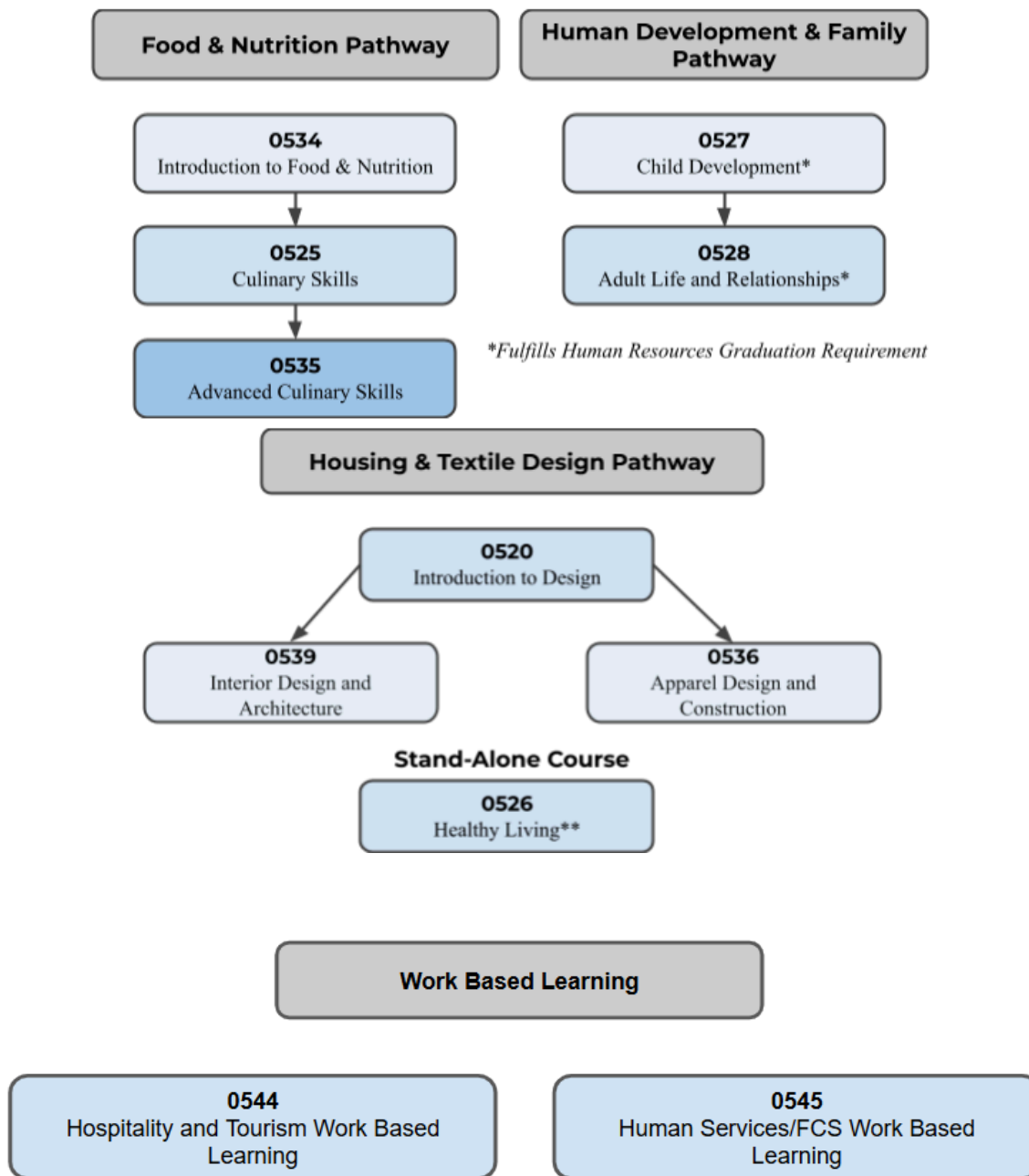
Materials	<ul style="list-style-type: none"><li>● Nebraska Department of Education:<ul style="list-style-type: none"><li>○ <i>Guidelines For Implementing The Nebraska Workplace Experiences Continuum in Three Phases.</i></li><li>○ “Launch WBL!” <i>Workplace Experiences for Nebraska</i>, <a href="#">Launch WBL! – Nebraska Department of Education</a>.</li><li>○ <i>Nebraska Work-Based Learning QuickStart.</i></li><li>○ <i>Workplace Experiences For Nebraska</i>, <a href="#">Workplace Experiences For Nebraska</a>.</li></ul></li><li>● <a href="#">CTE Work-Based Learning Experience Shared Drive</a> course folder; If you don’t have access to the folder, contact a CTE MEP</li><li>● NDE’s forms: <a href="#">Forms/Documents</a></li></ul>
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## Appendix



## 9-12 Family and Consumer Sciences

### Family and Consumer Sciences Career Pathways and Courses



Students who have enrolled in Family and Consumer Sciences courses may participate in FCCLA: Family, Career and Community Leaders of America.

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of the K-12 Physical Education Instructional Materials and the K-12 Physical Education Framework- Part II

**Meeting Date:** April 14, 2025

**Background/**

**Description:** The K-12 Physical Education Framework was approved by the Board of Education in April, 2024. In the 2024-2025 school year, K-5 and 6-12 teams engaged in exploration and analysis of potential resources. The K-12 Physical Education Curriculum Planning Committee reconvened on March 11, and March 12, 2025, to review the recommendations of instructional materials. Those recommendations were then taken to our community for review on March 25, 2025 and April 3, 2025.

Recommendations for PK-12 resources are included within the Instructional Materials Proposal.

Pending program budgeting, the estimated cost is \$1,190,000.

**Action Desired:** Approval of the K-12 Physical Education Instructional Materials and the K-12 Physical Education Framework- Part II

**Policy/Strategic**

**Plan Reference:** Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

**Responsible**

**Person(s):** Dr. Heather Phipps, Dr. Tony Weers, Andy DeFreece, and Shannon Cooley-Lovett

**Superintendent's**

**Signature:**



### K-12 PE Instructional Materials Proposal

Based on the recommendations from the K-12 PE Curriculum Planning Committee, the Office of Educational Services is proposing the following instructional materials adoption for the 2025-26 school year.

PE Courses and Instructional Materials		
<b>Elementary School</b> Student/Teacher Resources	\$ 208,299.51	Instructional Equipment and Materials
	\$ 12,582.00	Technology
	<hr/> \$220,881.51	
<b>Middle School</b> Student/Teacher Resources	\$258,879.58	Instructional Equipment and Materials
	\$3,495.00	Technology
	<hr/> \$262,374.58	
<b>High School</b>	\$208,157.13	Curriculum Materials
	\$494,257.13	Instructional Equipment and Materials
	\$4329.65	Technology
<b>Total</b>	<hr/> \$706,743.91	
<b>Grand Total</b>	\$1,190,000.00	

### **Elementary Instructional Equipment and Materials Review**

Under the facilitation of Shannon Cooley-Lovett, Curriculum & Instruction MEP Facilitator, and Anne Ogg, MEP Technology Facilitator, high-quality instructional equipment and materials for PE education were selected by the elementary physical education team of teachers from all 25 elementary buildings. The teachers met three times between August 2024 to February 2025. Recommendations align to grade-level standards, instructional design, equity, and assessment design with careful consideration for a successful district-wide implementation.

### **Middle School Instructional Equipment and Materials Review**

The middle school instructional equipment and materials team included all of the middle school physical education teachers from the 6 middle schools. They met three times between August 2024 to February 2025. They recommended high-quality instructional equipment and materials for PE. These recommendations align to grade-level standards, instructional design, equity, and assessment design with careful consideration for a successful district-wide implementation.

### **High School Instructional Curriculum, Equipment, and Materials Review**

The high school instructional equipment and materials team included all of the high school physical education teachers from the 4 high schools. They met three times from August 2024 to March 2025 to select instructional materials and equipment for each high school course. The teams analyzed and evaluated instructional resources from several different vendors according to the district-approved K-12 PE Standards and Indicators as well as criteria pertinent to each course. Resources were evaluated on alignment to the grade-level standards, instructional design, equity, and assessment design with careful consideration for a successful district-wide implementation.

### **Community Instructional Resources Preview**

In addition to the instructional materials process noted above, opportunities for community members to preview the proposed materials and resources were made available on March 25 and April 3, 2025. A total of 10 community members attended. Conversations and comments reflected appreciation of all of the options that Millard offers.

# **K-12 Physical Education Framework**

**Part I: K-12 Standards Matrix  
April 15, 2025**

**Part II: Instructional Materials Selection  
Apr 14, 2025**



**Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

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## **District Mission and Beliefs**

### **K-12 PE Philosophy**

#### **District Mission:**

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.

#### **District Beliefs:**

##### **We believe:**

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- All people are entitled to a safe, caring, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

#### **K-12 PE Philosophy Statement:**

Physical Education provides opportunities for each individual to develop essential skills, knowledge, and character to achieve lifelong fitness and wellness.

#### **Academic and College and Career Readiness Essential Learning Outcomes:**

This framework aligns to the academic and college and career readiness outcomes approved by the Board of Education in Rule 6110.



## **K-12 PE Curriculum Planning Committee Members 2023-2025**

Under the facilitation of Shannon Cooley-Lovett, Curriculum & Instruction MEP Facilitator

### **Elementary**

Matt Dykstra	PE Teacher	Ezra
Amy Goetz	PE Teacher	Hitchcock
Kim Harrill	PE Teacher	Wheeler
Corey Lorenz	PE Teacher	Holling Heights
Troy Malone	Principal	Morton
Vicki Pribil	Admin Intern	Ackerman
Andrew Reck	PE Teacher	Cottonwood

### **Secondary**

James Abueg	PE Teacher	MNHS
Andy Cunningham	PE Teacher	MNHS
Mike Etzelmler	PE Dept Chair	MNHS
Kiera Haun	SPED Teacher	CMS
Kim Hunt	PE Teacher	AMS
Stephanie Jurgens	PE Teacher	MWHS
Amy Leuschen	PE Teacher	RMS
Brett Metzger	Assistant Principal	CMS
Dallas Roach	PE Teacher	BMS
Marc Schultz	PE Teacher	NMS
Abby Sturgeon	PE Teacher	MSHS
Steve Throne	Activities Director	MSHS
Ty Wisdom	PE Teacher	MSHS
Treavor Wragge	PE Dept Chair	MSHS
Kirk Peterson	PE Dept Chair	MWHS

### **Other District Personnel**

Shannon Cooley-Lovett	K-12 PE MEP Facilitator	District
Andy Defreese	Dir. of Elem Ed., Early Childhood	District
Anne Ogg	Instructional Technology MEP	District
Michael Rucker	Physical Therapist	District
Amy Shattuck	Physical Therapist	District
Tony Weers	Dir. of Secondary Education	District
Chad Zimmerman	Exec. Dir. Activities and Athletics	District

## Phase I K-12 Research Subcommittees 2023-24

Under the facilitation of Shannon Cooley-Lovett, Curriculum & Instruction MEP Facilitator

### 1. Course Options and Offerings

James Abueg	PE Teacher	MNHS
Matt Dykstra	PE Teacher	Ezra
Mike Etzelmler	PE Dept Chair	MNHS
Kim Hunt	PE Teacher	AMS
Kirk Peterson	PE Dept Chair	MWHS
Andrew Reck	PE Teacher	Cottonwood
Abby Sturgeon	PE Teacher	MSHS
Steve Throne	Activities Director	MSHS
Ty Wisdom	PE Teacher	MSHS

### 2. Reaching All Learners

Kim Harrill	PE Teacher	Wheeler
Kiera Haun	PE Teacher	CMS
Stephanie Jurgens	PE Teacher	MWHS
Brett Metzger	Assistant Principal	CMS
Michael Rucker	Physical Therapist	District
Amy Shattuck	Physical Therapist	District

### 3. Equipment and Technology Resources

Andy Cunningham	PE Teacher	MNHS
Amy Goetz	PE Teacher	Hitchcock
Vicki Pribil	Admin Intern	Ackerman
Dallas Roach	PE Teacher	BMS

### 4. Assessment

Amy Leuschen	PE Teacher	RMS
Corey Lorenz	PE Teacher	Holling Heights
Troy Malone	Principal	Morton
Marc Schultz	PE Teacher	NMS
Treavor Wragge	PE Dept Chair	MSHS

### **PE Community Focus Group**

Under the facilitation of Shannon Cooley-Lovett, Curriculum & Instruction MEP Facilitator

Jena Munson	Recreation Therapist Board Member	Immanuel Rehabilitation Institute Nebraska Adaptive Sports
Lacey Peters	Associate Professor Health & Human Performance	Nebraska Wesleyan University
Cindy Meyer	Associate Professor	Doane University
Glen Wragge	Instructor, School of Health & Kinesiology	University of Nebraska at Omaha
Mike Messerole	Assistant Director for the School of Health and Kinesiology	University of Nebraska at Omaha
Shane Taylor	Owner and Operator	Premier Martial Arts Omaha
Amy Huffman	Certified Fitness Instructor	Omaha Fitness Centers
Tom Stubby	Youth Sports Director	YMCA
Tom Buehler	CMF/Thoracic Sales Consultant National Board Certified and NE licensed Athletic Trainer	Johnson & Johnson
Mandy Teply	Personal Trainer and Coach	The Fit Method With Mandy

**Curriculum Planning Team Members 2024-25**  
**Under the facilitation of Shannon Cooley-Lovett, K-12 PE Curriculum and Instruction Facilitator**

Keenan Williams	<b>Grace Abbott</b>	Corey Lorenz	<b>Holling Heights</b>
Cory McCormick	<b>Ackerman</b>	Jorgia Meggison	<b>Montclair</b>
Adam Mohning	<b>Aldrich</b>	Jake Besch	<b>Morton</b>
Sarah Kahm	<b>Black Elk</b>	Ryan Nielsen and Brian Sulzman + MS	<b>Neihardt</b>
Monte Scheef	<b>Bryan</b>	Richard Evans	<b>Norris</b>
Trevor Upcraft	<b>Cather</b>	Alex Palmquist	<b>Reagan</b>
Tyler Niehus	<b>Cody</b>	Matthew Baehman	<b>Reeder</b>
Andrew Reck	<b>Cottonwood</b>	Shaun Tevis	<b>Rockwell</b>
Amanda Smith	<b>Disney</b>	Joe Wessel	<b>Rohwer</b>
Matt Dykstra	<b>Ezra</b>	Jon Barta	<b>Sandoz</b>
Robbyn Schultz	<b>Harvey Oaks</b>	Peyton Barnes	<b>Upchurch</b>
Amy Goetz	<b>Hitchcock</b>	Kim Harrill and Cal Jacobs +MW	<b>Wheeler</b>
Kim Hunt, Jaisee Stinson	<b>AMS</b>	Alex Renes	<b>Willowdale</b>
Tim Crawford, Jeff Purcell, Dallas Roach	<b>BMS</b>	Mike Daubert, Tim Lackovic, Cole Johnson	<b>KMS</b>
TJ Bickford, DJ Gross	<b>CMS</b>	Marc Schultz, Amber Lutmer	<b>NMS</b>
Mike Mixan	<b>Horizon</b>	Amy Leuschen, Dennis Elledge	<b>RMS</b>
Mike Etzelmler, Dept. Head James Abueg Allen Burrell Dave Cork Andy Cunningham Ted Hennings Allison Rutherford Sarah Wright	<b>MNHS</b>	Treavor Wragge, Dept. Head Greg Geary Tyler Hammond Bryce Meyers Nate Olson Deanna Stickney, Science Teacher Abby Sturgeon Brian Sulzman + Neihardt Angela Thorn Ty Wisdom	<b>MSHS</b>
Kirk Peterson, Dept. Head Jay Carlson, Science Teacher Colleen Deacon Steve Frey Cal Jacobs + Wheeler Colin Johnston Stephanie Jurgens	<b>MWHS</b>		

### Timeline for MEP Cycle Procedures K-12 PE

Date	Group - Purpose
August 7, 2023	K-12 Questionnaire: surveyed the K-12 PE department about critical issues and strengths to inform the curriculum cycle
September 20, 2023	Kickoff Meeting: The K-12 PE Curriculum Planning Committee (CPC) met and the Phase I overview was shared
October 10, 2023	The CPC identified critical issues and strengths in PE and determined the direction of the Phase I subcommittee research
November 6, 2023	To determine trends and best practices in PE, the CPC subcommittees researched the following topics: course offerings, inclusive physical education, equipment and technology, assessments in PE
December 5, 2023	The PE Community Focus Group met and reviewed/discussed current K-12 PE course offerings, state and national PE standards and indicators, strengths and critical issues identified by the CPC, and then provided strengths and critical issues to consider in Phase I
January 23, 2024	Shared community focus group feedback, the subcommittees shared their research, and the CPC selected and their recommendations. The CPC wrote the PE philosophy statement, the standards matrix, and decided on secondary courses and sequence
February 8, 2024	The CPC met to review and finalize the K-12 PE Matrix and assure alignment across the curriculum. Additionally, they finalized their recommendations
April 15, 2024	K-12 PE, Part I Framework submitted to the Board of Education for approval

**Phase II (2024-2025) K-12 PE Meeting Timeline:**

<b>Date</b>	<b>Group/Purpose</b>
August 5, 2024	Start Phase II
September 3, 2024	Middle School Instructional Equipment and Materials Selection
November 5, 2024	Elementary School Instructional Equipment and Materials Selection
December 2024	High School Instructional Equipment and Materials Selection
January 20, 2025	K-12 PE Instructional Equipment and Materials Selection
January 15, 22, 29, & March 4, 2025	High School Course Guide Writing
February 4, 2025	Middle School Course Guide Writing
February 19 & 26, 2025	Elementary Course Guide Writing
March 11 & 12, 2025	Curriculum Planning Committee Recommendation
March 25 & April 3, 2025	Community Review Nights
April 14, 2025	K-12 PE Framework Part II proposal submitted to the Board of Education for Approval

## Introduction to K-12 PE Matrices

### Introduction:

The K-12 PE Standards were taken from the 2016 NDE Physical Education Standards. The Athletic Training and Sports Injury course and Athletic Training and Sports Injuries Internship course Standards were taken from the 2023-24 NDE Health Sciences Program of Study Standards. The standards are sequenced in the following Matrices for Elementary, Middle School, and High School.

### Legend:



Cell without shading: State or Millard standard or indicator exists



Shaded cell: No State or Millard standard or indicator exists

K-8 Nomenclature: The nomenclature for the standards and indicators is as follows:

PE	Physical Education
S	State Standard
M	Millard Standard
K-8	Grade Level
1-5	Standard
a-t	Indicator

9-12 Nomenclature: The nomenclature for the standards and indicators is as follows:

PE	Physical Education
S	State Standard
M	Millard Standard
HS (for 9-12)	Grade Level

Nebraska Department of Education High School Physical Education Course Number

From 2016 NDE Physical Education Standards:  
 Foundations for Physical Education and Fitness- 1  
 Intermediate Swimming- 3  
 Fitness Swimming and Aquatic Activities- 4  
 Introduction to Strength and Conditioning- 5  
 Intermediate Strength and Conditioning- 6  
 Advanced Strength and Conditioning- 7  
 Aerobic Training- 8  
 Advanced Aerobic Training- 9  
 Lifetime Activities- 14  
 Team Games- 15  
 Lifeguard Training and Water Safety Instruction Aide- 17

OR

The course abbreviations noted below:

AT  
 ATI

Athletic Training Course  
 Athletic Training and Sports Injuries Internship Course

1-3

Standard

a-o

Indicator

Examples

PE.S.2.1.a PE, State Standard, Second Grade, Standard 1, Indicator a

PE.S.HS.3.1.a PE, State Standard, High School (9-12), State Course Number,  
 Standard 1, Indicator a

PE.M.HS.AT.2.a PE, Millard Standard, High School (9-12), Athletic Training Course, Standard 2,  
 Indicator a



## K-5 Physical Education Matrix

Standard 1 -					
Physical Activity Skills and Movement Patterns					
E = Emerging M = Maturing A = Applying					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>PE.S.K.1.1 Performs locomotor skills in a variety of environments.</b>	<b>PE.S.1.1.1 Performs locomotor skills in a variety of environments.</b>	<b>PE.S.2.1.1 Performs locomotor skills in a variety of environments.</b>	<b>PE.S.3.1.1 Performs locomotor skills in a variety of environments.</b>	<b>PE.S.4.1.1 Performs locomotor skills in a variety of environments.</b>	<b>PE.S.5.1.1 Performs locomotor skills in a variety of environments.</b>
PE.S.K.1.1.a Hops, gallops, jogs, runs, walks, slides, skips, and leaps while maintaining balance. (E)	PE.S.1.1.1.a Hops, gallops, side slides, and walks in a mature pattern. (M)	PE.S.2.1.1.a Applies hopping, galloping, and side sliding in a variety of activity environments. (A)	PE.S.3.1.1.a Leaps using a mature pattern. (M)	PE.M.4.1.1.a Performs various locomotor skills in different environments including rhythmic activities. (A)	PE.S.5.1.1.a Combines locomotor and manipulative skills in a variety of small-sided game environments. (A)
PE.S.K.1.1.b Jumps vertically and lands with balance. (E)	PE.S.1.1.1.b Exhibits 2 of 5 critical elements for jumping horizontally using two-foot take-off and landing. (E)	PE.S.2.1.1.b Skips, runs, and jogs in mature patterns. (M)	PE.M.3.1.1.b Differentiates between sprinting, running, and jogging. (A)	PE.S.4.1.1.b Demonstrates the mature pattern for running distance. (A)	PE.S.5.1.1.b Paces at a variety of running distances. (A)
PE.S.K.1.1.c Jumps horizontally and lands with balance. (E)	PE.S.1.1.1.c Exhibits 2 of 5 critical elements for jumping vertically using two-foot take-off and landing. (E)	PE.S.2.1.1.c Exhibits 4 of 5 critical elements for jumping horizontally using a variety of two-foot and one-foot take-offs and landings. (E)	PE.S.3.1.1.c Jumps horizontally and lands from a stationary position using a mature pattern. (M)	PE.M.4.1.1.c Jumps horizontally and lands using a mature pattern. (A)	PE.S.5.1.1.c Jumps horizontally and lands in combination with other movements. (A)
PE.M.K.1.1.d Exhibits a variety of locomotor skills in rhythmic activities led by the	PE.S.1.1.1.d Demonstrates a variety of locomotor and non-locomotor	PE.S.2.1.1.d Exhibits 4 of 5 critical elements for jumping vertically using a variety of two-	PE.S.3.1.1.d Jumps vertically and lands from a stationary position using a	PE.4.1.1.d Jumps vertically and lands using a mature pattern. (A)	PE.S.5.1.1.d Jumps vertically and lands in combination with other movements. (A)

teacher. (E)	skills in teacher-designed rhythmic activities. (E)	foot and one-foot take-offs and landings. (E)	mature pattern. (M)		
<b>PE.S.K.1.2 Performs non-locomotor skills in a variety of environments.</b>	<b>PE.S.1.1.2 Performs non-locomotor skills in a variety of environments.</b>	PE.S.2.1.1.e Demonstrates locomotor and non-locomotor skills in teacher-designed or student-designed rhythmic activities. (E)	PE.S.3.1.1.e Performs teacher-selected and developmentally appropriate dance steps. (M)	PE.S.4.1.1.e Combines locomotor movement patterns and dance steps to create and perform an original dance. (M)	PE.S.5.1.1.e Combines locomotor skills in cultural and/or creative dance (e.g., self and group) with correct rhythm and pattern. (A)
PE.S.K.1.2.a Maintains momentary stillness on different bases of support. (E)	PE.S.1.1.2.a Maintains stillness on different bases of support with different body shapes. (E)	<b>PE.S.2.1.2 Performs non-locomotor skills in a variety of environments.</b>	PE.S.3.1.1.f Performs a sequence of locomotor skills smoothly. (E)	PE.S.4.1.1.f Demonstrates the combination of locomotor skills with manipulative skills (e.g., dribbling, throwing, catching, and striking). (M)	PE.S.5.1.1.f Applies the combination of locomotor and manipulative skills in small-sided practice tasks. (A)
PE.S.K.1.2.b Forms wide, narrow, curled, and twisted body shapes. (E)	PE.S.1.1.2.b Transfers weight from one body part to another in self-space. (E)	PE.S.2.1.2.a Balances on different bases of support, combining levels and shapes. (E)	<b>PE.S.3.1.2 Performs non-locomotor skills in a variety of environments.</b>	<b>PE.S.4.1.2 Performs non-locomotor skills in a variety of environments.</b>	<b>PE.S.5.1.2 Performs non-locomotor skills in a variety of environments.</b>
PE.S.K.1.2.c Rolls sideways in a narrow body shape.(E)	PE.S.1.1.2.c Rolls with either a narrow or curled body shape. (E)	PE.S.2.1.2.b Transfers weight to different body parts/bases of support for balance and/or for travel. (E)	PE.S.3.1.2.a Balances on different bases of support, combining levels and shapes. (M)	PE.S.4.1.2.a Balances in an inverted position with stillness and supportive base. (M)	PE.M.5.1.2.a Applies the combination of balance and weight transfer. (A)
PE.S.K.1.2.d Curls and stretches the body and/or parts of the body. (E)	PE.S.1.1.2.d Curls, stretches, twists, and bends the body and/or parts of the body. (E)	PE.S.2.1.2.c Rolls in different directions with either a narrow or curled body shape. (E)	PE.S.3.1.2.b Transfers weight from feet to hands for momentary weight support. (M)	PE.M.4.1.2.b Transfers weight from feet to hands, varying speed and using large extensions (e.g., bear crawl, crab walk). (M)	PE.M.5.1.2.b Demonstrates weight transfer. (A)

<b>PE.S.K.1.3 Performs manipulative skills in a variety of environments.</b>	<b>PE.S.1.1.3 Performs manipulative skills in a variety of environments.</b>	PE.S.2.1.2.d Differentiates among curling, stretching, twisting, and bending. (M)	PE.S.3.1.2.c Rolls in a variety of shapes, levels, and directions. (M)	PE.M.4.1.2.c Applies rolling in a sequence. (eg., Egg Roll, Log Roll) (A)	PE.S.5.1.2.c Applies rolling in a variety of environments (e.g., dance, games). (A)
PE.M.K.1.3.a Throws underhand with opposite foot forward toward a target. (E)	PE.S.1.1.3.a Throws underhand, demonstrating 2 of 5 critical elements. (E)	PE.S.2.1.2.e Combines balances and weight transfers into a 3-part sequence. (E)	PE.S.3.1.2.d Transitions from one balance to another with curling, stretching, twisting, and bending actions. (M)	PE.M.4.1.2.d Transitions from one balance to another with curling, stretching, twisting, and bending actions in a sequence. (M)	PE.M.5.1.2.d Applies curling, stretching, twisting, and bending in dance. (A)
PE.S.K.1.3.b Drops a ball and catches it before it bounces twice. (E)	PE.S.1.1.3.b Throws overhand with opposite foot forward. (E)	<b>PE.S.2.1.3 Performs manipulative skills in a variety of environments.</b>	PE.S.3.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance individually. (E)	PE.S.4.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (E)	PE.S.5.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (E)
PE.S.K.1.3.c Dribbles a ball with one hand, attempting the second contact. (E)	PE.S.1.1.3.c Catches various sizes of objects self-tossed or tossed by an accurate thrower. (E)	PE.S.2.1.3.a Throws underhand using a mature pattern. (M)	PE.S.3.1.2.f Combines balance and weight transfers with movement concepts to create and perform a dance. (E)	PE.M.4.1.2.f Combines traveling with balance and weight transfers to create a sequence. (E)	PE.M.5.1.2.f Combines skills with balance and weight transfers to create a sequence. (E)
PE.S.K.1.3.d Pushes a ball using the inside of the foot, sending it forward. (E)	PE.S.1.1.3.d Dribbles continuously in self-space using the preferred hand. (E)	PE.S.2.1.3.b Throws overhand demonstrating 2 of 5 critical elements. (E)	<b>PE.S.3.1.3 Performs manipulative skills in a variety of environments.</b>	<b>PE.S.4.1.3 Performs manipulative skills in a variety of environments.</b>	<b>PE.S.5.1.3 Performs manipulative skills in a variety of environments.</b>
PE.S.K.1.3.e Kicks a stationary ball from a stationary position,	PE.S.1.1.3.e Pushes or dribbles a ball using the inside of the	PE.S.2.1.3.c Passes with hands to a stationary partner. (E)	PE.S.3.1.3.a Throws underhand to a partner or target using	PE.S.4.1.3.a Applies underhand throwing skills with different	PE.S.5.1.3.a Applies underhand throwing skills with different

demonstrating 2 of 5 critical elements. (E)	foot while walking in general space. (E)		a mature pattern. (M)	sizes and types of objects. (A)	sizes and types of objects in small-sided games. (A)
PE.S.K.1.3.f Volleys a lightweight object underhand, sending it upward. (E)	PE.S.1.1.3.f Approaches a stationary ball and kicks it forward, demonstrating 2 of 5 critical elements. (E)	PE.S.2.1.3.d Catches a self-tossed or well-thrown large ball with hands using 2 of 5 critical elements. (E)	PE.S.3.1.3.b Demonstrates 3 of 5 critical elements of an overhand throw in a non-dynamic environment for distance and/or force. (E)	PE.S.4.1.3.b Throws overhand using a mature pattern in a non-dynamic environment. (M)	PE.S.5.1.3.b Throws overhand with accuracy in small-sided games. (M)
PE.S.K.1.3.g Strikes a lightweight object with a short-handled implement. (E)	PE.S.1.1.3.g Volleys an object underhand with an open palm, sending it upward. (E)	PE.S.2.1.3.e Dribbles continuously in self space with preferred hand, demonstrating 3 of 5 critical elements. (M)	PE.S.3.1.3.c Passes to a stationary partner, at various distances. (E)	PE.S.4.1.3.c Throws to a partner or target with accuracy at a designated distance. (E)	PE.S.5.1.3.c Passes, with both partners moving, at various distances. (A)
PE.S.K.1.3.h Completes a single jump with self-turned rope. (E)	PE.S.1.1.3.h Volleys a lightweight object overhead sending it upward over the head. (E)	PE.S.2.1.3.f Dribbles using preferred hand while walking in general space. (E)	PE.S.3.1.3.d Catches a tossed ball from a partner demonstrating 4 of 5 critical elements. (E)	PE.S.4.1.3.d Passes to a moving partner, at various distances. (M)	PE.S.5.1.3.d Catches a struck ball at all levels (e.g., overhand and underhand) in a non-dynamic environment. (A)
PE.S.K.1.3.i Jumps a long rope with teacher-assisted turning. (E)	PE.S.1.1.3.i Strikes an object with a short-handled implement, sending it upward. (E)	PE.S.2.1.3.g Dribbles with feet in general space with control of ball and body. (E)	PE.S.3.1.3.e Dribbles, with preferred hand, and travels in general space, at slow to moderate jogging speed, with control of ball and body. (E)	PE.S.4.1.3.e Catches a thrown ball at various levels (e.g., overhand and underhand) using a mature pattern in a non-dynamic environment. (M)	PE.S.5.1.3.e Catches while both partners are moving. (A)
PE.M.K.1.3.j Bounces a ball towards target. (E)	PE.S.1.1.3.j Strikes a ball with a bat off a tee or cone. (E)	PE.S.2.1.3.h Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements. (E)	PE.S.3.1.3.f Dribbles with feet in general space at slow to moderate jogging speed with control of ball and body. (E)	PE.S.4.1.3.f Dribbles, with both the preferred and the non-preferred hands, in self-space using a mature pattern. (M)	PE.S.5.1.3.f Combines hand dribbling with other skills (e.g., passing, receiving, shooting) in a dynamic

					environment. (A)
	PE.S.1.1.3.k Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (E)	PE.S.2.1.3.i Volleys an object underhand sending it upward with consecutive hits using 3 of 5 critical elements. (E)	PE.S.3.1.3.g Receives a ball from a stationary partner, cushioning on reception before returning the pass. (E)	PE.S.4.1.3.g Dribbles with feet in general space, with control of ball and body, while increasing and decreasing speed. (E)	PE.S.5.1.3.g Combines foot dribbling with other skills (e.g., passing, receiving, shooting) using a mature pattern. (A)
	PE.S.1.1.3.l Jumps a long rope 3 times consecutively with teacher-assisted turning. (E)	PE.S.2.1.3.j Volleys a lightweight object overhead sending it upward with consecutive hits. (E)	PE.S.3.1.3.h Performs a continuous running approach and kicks a ball along the ground demonstrating 4 of 5 critical elements. (E)	PE.S.4.1.3.h Passes and receives a ball with various parts of the feet (e.g., inside, outside, top) with a stationary partner, cushioning on reception before returning the pass. (E)	PE.S.5.1.3.h Passes and receives with the feet as both partners travel. (M)
		PE.S.2.1.3.k Strikes an object with a short-handled implement upward, using consecutive hits. (E)	PE.S.3.1.3.i Performs a continuous running approach and kicks a ball in the air, demonstrating 4 of 5 critical elements. (E)	PE.S.4.1.3.i Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (E)	PE.S.5.1.3.i Dribbles with hands or feet with mature patterns in a variety of small-sided games. (E)
		PE.S.2.1.3.l Strikes a ball with a bat off a tee or cone using correct grip and proper body orientation. (E)	PE.S.3.1.3.j Kicks a stationary ball for accuracy using a continuous running approach. (E)	PE.S.4.1.3.j Kicks a ball along the ground using a mature pattern. (M)	PE.S.5.1.3.j Kicks in small-sided practice tasks using a mature pattern. (A)
		PE.S.2.1.3.m Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (M)	PE.S.3.1.3.k Punts a ball demonstrating 4 of 5 critical elements. (E)	PE.S.4.1.3.k Kicks a ball in the air using a mature pattern. (M)	PE.S.5.1.3.k Punts in small-sided practice tasks. (A)
		PE.S.2.1.3.n Jumps a long rope 5 times	PE.S.3.1.3.l Volleys an object with an	PE.S.4.1.3.l Punts a ball using a mature	PE.S.5.1.3.l Applies underhand volley in a

		consecutively with student turners. (E)	underhand or a sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner, demonstrating 4 of 5 critical elements. (E)	pattern. (M)	dynamic environment using different sizes and types of balls. (A)
			PE.S.3.1.3.m Volleys a lightweight object with a two-hand overhead pattern, sending it upward, demonstrating 3 of 5 critical elements. (E)	PE.S.4.1.3.m Volleys underhand using a mature pattern in a dynamic environment (e.g., 2-square, 4-square). (M)	PE.S.5.1.3.m Performs a forearm pass using 3 of 5 critical elements. (E)
			PE.S.3.1.3.n Strikes an object with a short-handled implement (e.g., racquet, paddle) sending it forward over a low net or to a wall, demonstrating 3 of 5 critical elements. (E)	PE.S.4.1.3.n Volleys a lightweight ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of 5 critical elements. (E)	PE.S.5.1.3.n Volleys a lightweight ball, using a two-hand pattern, sending it upward to a target. (M)
			PE.S.3.1.3.o Strikes an object with a long-handled implement, sending it forward using proper grip (e.g., hockey stick, bat, golf club). (E)	PE.S.4.1.3.o Strikes an object with a short-handled implement (e.g., racquet, paddle) over a net or against a wall using a mature pattern. (M)	PE.S.5.1.3.o Strikes an object consecutively with a partner, using a short-handled implement, over a net or against a wall in a dynamic environment. (A)
			PE.S.3.1.3.p Strikes a pitched ball with a bat using 3 of 5 critical	PE.S.4.1.3.p Strikes an object with a short-handled implement,	PE.S.5.1.3.p Combines striking with a long-handled

			elements. (E)	alternating hits with a partner over a low net or against a wall. (M)	implement (e.g., hockey stick, lacrosse stick) with receiving and traveling skills in practice tasks. (M)
			PE.S.3.1.3.q Combines traveling with dribbling, throwing, catching, and striking in teacher-designed practice tasks. (E)	PE.S.4.1.3.q Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club), demonstrating 3 of 5 critical elements. (E)	PE.S.5.1.3.q Strikes a pitched ball with a bat using a mature pattern. (M)
			PE.S.3.1.3.r Performs a variety of skills for long and short ropes. (E)	PE.S.4.1.3.r Strikes a pitched ball with a bat using 4 of 5 critical elements. (E)	PE.S.5.1.3.r Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, basketball; receiving a pass in flag football). (M)
			PE.S.3.1.3.s Moves in and out of a turning long rope. (M)	PE.S.4.1.3.s Combines traveling with dribbling, throwing, catching, and striking in teacher- and/or student-designed practice tasks. (E)	PE.S.5.1.3.s Creates a jump rope routine, with a partner or group, with either a short or long rope. (A)
				PE.S.4.1.3.t Creates a jump rope routine with either a short or long rope. (A)	

Standard 2 -					
Movement Concepts, Strategies, and Tactics					
E = Emerging M = Maturing A = Applying					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>PE.S.K.2.1</b> <b>Demonstrates knowledge of movement concepts in a variety of environments.</b>	<b>PE.S.1.2.1</b> <b>Demonstrates knowledge of movement concepts in a variety of environments.</b>	<b>PE.S.2.2.1</b> <b>Demonstrates knowledge of movement concepts in a variety of environments.</b>	<b>PE.S.3.2.1</b> <b>Demonstrates knowledge of movement concepts in a variety of environments.</b>	<b>PE.S.4.2.1</b> <b>Demonstrates knowledge of movement concepts in a variety of environments.</b>	<b>PE.S.5.2.1</b> <b>Demonstrates knowledge of movement concepts in a variety of environments.</b>
PE.S.K.2.1.a Differentiates between movement in self space and general space. (E)	PE.S.1.2.1.a Moves in self-space and general space in response to a designated rhythm. (E)	PE.S.2.2.1.a Combines locomotor skills in general space to a rhythm. (E)	PE.S.3.2.1.a Recognizes the concept of open space in a movement context. (E)	PE.S.4.2.1.a Demonstrates the concept of open space with combination skills involving traveling within boundaries while changing speeds (e.g., dribbling and traveling). (M)	PE.S.5.2.1.a Combines spatial concepts with locomotor and manipulative skills in a variety of small-sided games and dance. (A)
PE.S.K.2.1.b Moves to a rhythm in self space. (E)	PE.S.1.2.1.b Travels at low, middle, and high levels. (E)	PE.M.2.2.1.b Combines shapes (e.g., narrow, wide, twisted, curved, asymmetrical and symmetrical) levels and pathways into simple sequences. (E)	PE.S.3.2.1.b Demonstrates pathways (e.g., straight, curved, zigzag), shapes, and levels, using locomotor skills in a variety of practice tasks. (E)	PE.M.4.2.1.b Combines movement concepts with skills in small-sided practice tasks, and dance environments. (M)	PE.M.5.2.1.b Combines movement concepts with skills in a variety of small-sided game environments and dance. (E & A)
PE.S.K.2.1.c Travels in straight, curved, and zig zag pathways.	PE.S.1.2.1.c Travels over, under, around, and through a variety	PE.S.2.2.1.c Varies speed and force with gradual increases and	PE.S.3.2.1.c Combines speed, direction, and force	PE.S.4.2.1.c Applies speed and force with pacing when running.	PE.S.5.2.1.c Applies speed, direction, and force to strategy in



(E)	of objects. (E)	decreases. (E)	with skills. (M)	(A)	small-sided games. (A)
	PE.S.1.2.1.d Differentiates between fast and slow speeds. (E)		PE.M.3.2.1.d Employs the concept of alignment in mature patterns and dance. (E)	PE.S.4.2.1.d Applies direction and force when striking an object with a short-handled implement, sending it to a designated target. (M)	PE.S.5.2.1.d Applies direction and force when striking an object with a long-handled implement, sending it to a designated target. (M)
	PE.S.1.2.1.e Differentiates between strong and light forces. (E)		PE.M.3.2.1.e Employs the concept of muscular tension with balance in mature patterns and dance. (E)	PE.M.4.2.1.e Applies the concept of alignment in teacher-designed mature patterns and dance sequences. (M)	PE.S.5.2.1.e Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks. (A)
	PE.S.1.2.1.f Moves in various directions (forward, backward, sideways) while traveling in general space. (E)		<b>PE.S.3.2.2 Applies knowledge of strategies and tactics in a variety of environments.</b>	PE.M.4.2.1.f Applies the concept of muscular tension with balance in teacher-designed dance. (M)	PE.M. 5.2.1.f Applies the concept of alignment in student-designed dance sequences. (M)
			PE.S.3.2.2.a Performs simple strategies and tactics in chasing and fleeing activities. (E)	<b>PE.S.4.2.2 Applies knowledge of strategies and tactics in a variety of environments.</b>	PE.M.5.2.1.g Applies the concepts of muscular tension with balance in student-designed dance. (M)
			PE.S.3.2.2.b Charts participation in physical activities outside physical education class. (E)	PE.S.4.2.2.a Applies simple offensive and defensive strategies in chasing and fleeing activities. (M)	<b>PE.S.5.2.2 Applies knowledge of strategies and tactics in a variety of environments.</b>
				PE.S.4.2.2 b Recognizes the types	PE.S.5.2.2.a Applies basic offensive and

				of kicks needed for different small-sided game situations and activities. (M)	defensive strategies and tactics in small-sided invasion games. (A)
					PE.S.5.2.2.b Applies basic offensive and defensive strategies and tactics in net/wall games. (A)
					PE.S.5.2.2.c Recognizes the types of throw, volley, or striking actions needed for different small- sided game situations and activities. (M)

Standard 3 -					
Health-Related Physical Activity and Fitness					
E = Emerging M = Maturing A = Applying					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>PE.S.K.3.1</b> Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	<b>PE.S.1.3.1</b> Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	<b>PE.S.2.3.1</b> Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	<b>PE.S.3.3.1</b> Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	<b>PE.S.4.3.1</b> Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	<b>PE.S.5.3.1</b> Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.
PE.S.K.3.1.a Identifies active play opportunities outside of physical education class. (E)	PE.S.1.3.1.a Discusses the benefits of being physically active in structured (e.g., physical education class) or unstructured (e.g., recess) situations. (E)	PE.S.2.3.1.a Describes different opportunities outside of physical education class (e.g., recess, before and after school, at home, in the community, with friends, with family) to use large-motor and/or manipulative physical activities. (E)	PE.S.3.3.1.a Identifies benefits of physical activity to enhance health. (E)	PE.S.4.3.1.a Analyzes opportunities for participating in physical activity outside physical education class. (M)	PE.S.5.3.1.a Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (A)
<b>PE.S.K.3.2 Engages in physical activity.</b>	<b>PE.S.1.3.2 Engages in physical activity.</b>	<b>PE.S.2.3.2 Engages in physical activity.</b>	<b>PE.S.3.3.2 Engages in physical activity.</b>	<b>PE.S.4.3.2 Engages in physical activity.</b>	<b>PE.S.5.3.2 Engages in physical activity.</b>
PE.S.K.3.2.a Participates in physical activity in physical education class. (E)	PE.S.1.3.2.a Engages in physical activity in physical education class. (E)	PE.S.2.3.2.a Engages in physical activity in physical education class in response to instruction and practice. (E)	PE.S.3.3.2.a Engages in physical activity in physical education class with teacher prompting. (E)	PE.S.4.3.2.a Engages in physical activity in physical education class without teacher prompting. (M)	PE.S.5.3.2.a Engages in both teacher-directed and independent physical education class activities. (A)

<b>PE.S.K.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</b>	<b>PE.S.1.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</b>	<b>PE.S.2.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</b>	<b>PE.S.3.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</b>	<b>PE.S.4.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</b>	<b>PE.S.5.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</b>
PE.S.K.3.3.a Recognizes that moving fast increases heart rate and breathing. (E)	PE.S.1.3.3.a Identifies the heart as a muscle that grows stronger with exercise, active play, and physical activity. (E)	PE.S.2.3.3.a Recognizes the use of own body weight as resistance (e.g., plank, animal walks) for developing strength. (E)	PE.S.3.3.3.a Describes the concept of fitness and provides examples of physical activity to enhance fitness. (E)	PE.S.4.3.3.a Identifies the components of health-related fitness. (E)	PE.S.5.3.3.a Differentiates between skill-related and health-related fitness. (M)
<b>PE.S.K.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>	<b>PE.S.1.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>	PE.S.2.3.3.b States the purpose of a warm-up and cool-down led by the teacher. (E)	PE.S.3.3.3.b Recognizes the importance of warm-up and cool-down for vigorous physical activity. (E)	PE.S.4.3.3.b Demonstrates warm-up and cool-down for cardio-respiratory fitness self-evaluation. (M)	PE.S.5.3.3.b Identifies and applies the need for warm-up and cool-down for various physical activities. (A)
PE.S.K.3.4.a Recognizes that food provides energy for physical activity. (E)	PE.S.1.3.4.a Differentiates between healthy and unhealthy foods. (E)	<b>PE.S.2.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>	<b>PE.S.3.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>	<b>PE.S.4.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>	<b>PE.S.5.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>
		PE.S.2.3.4.a Recognizes the impact of nutrition on physical activity. (E)	PE.S.3.3.4.a Demonstrates, with teacher direction, the health-related fitness components (e.g., push-up, curl-up, trunk lift, sit and reach). (E)	PE.S.4.3.4.a Completes health-related fitness assessment (e.g., pre and post). (M)	PE.S.5.3.4.a Analyzes, with teacher assistance, results of health-related fitness assessment (e.g., pre and post), comparing results with criteria for good health. (A)

			PE.S.3.3.4.b Identifies foods that are beneficial before and after physical activity. (E)	PE.S.4.3.4.b Utilizes assessment results with teacher assistance to identify components needing maintenance and/or remediation. (E)	PE.S.5.3.4.b Designs a goal-setting plan, with teacher assistance, to address ways to use physical activity to enhance and maintain fitness. (A)
				PE.S.4.3.4. c Identifies strategies for progress in remediation areas with teacher assistance. (M)	PE.S.5.3.4.c Analyzes the impact of food choices for physical activity, youth sports, and personal health. (M)
				PE.S.4.3.4.d Discusses the importance of hydration and hydration choices for physical activities. (E)	

Standard 4 -					
Responsible Behavior					
E = Emerging M = Maturing A = Applying					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>PE.S.K.4.1 Exhibits personal responsibility in physical activity settings.</b>	<b>PE.S.1.4.1 Exhibits personal responsibility in physical activity settings.</b>	<b>PE.S.2.4.1 Exhibits personal responsibility in physical activity settings.</b>	<b>PE.S.3.4.1 Exhibits personal responsibility in physical activity settings.</b>	<b>PE.S.4.4.1 Exhibits personal responsibility in physical activity settings.</b>	<b>PE.S.5.4.1 Exhibits personal responsibility in physical activity settings.</b>
PE.S.K.4.1.a Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (E)	PE.S.1.4.1.a Uses equipment and space appropriately. (E)	PE.S.2.4.1.a Practices skills with minimal teacher prompting. (E)	PE.S.3.4.1.a Exhibits personal responsibility in teacher-directed activities. (M)	PE.S.4.4.1.a Exhibits responsible behavior in independent group situations. (M)	PE.S.5.4.1.a Engages in physical activity with responsible interpersonal behavior (e.g., peer-to-peer, student-to-teacher, student-to-referee). (M)
PE.S.K.4.1.b Acknowledges responsibility for behavior when prompted. (E)	PE.S.1.4.1.b Follows the rules and procedures of the learning environment. (E)	PE.S.2.4.1.b Accepts responsibility for class expectations with behavior and performance. (E)	PE.S.3.4.1.b Works independently for extended periods of time. (M)	PE.S.4.4.1.b Reflects on personal and social behavior in physical activity settings. (M)	PE.S.5.4.1.b Exhibits responsible behavior in a variety of physical activity contexts, environments, and facilities. (A)
<b>PE.S.K.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>	<b>PE.S.1.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>	<b>PE.S.2.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>	<b>PE.S.3.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>	<b>PE.S.4.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>	<b>PE.S.5.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>
PE.S.K.4.2.a Follows instructions when prompted. (E)	PE.S.1.4.2.a Responds appropriately to	PE.S.2.4.2.a Accepts positive corrective feedback from the	PE.S.3.4.2.a Accepts and implements positive corrective	PE.S.4.4.2.a Listens respectfully to specific corrective feedback	PE.S.5.4.2.a Gives specific corrective feedback respectfully

	positive feedback from the teacher. (M)	teacher. (M)	feedback from the teacher. (M)	from peers and adults. (M)	to peers. (M)
<b>PE.S.K.4.3 Exhibits responsible social behavior when working with others.</b>	<b>PE.S.1.4.3 Exhibits responsible social behavior when working with others.</b>	<b>PE.S.2.4.3 Exhibits responsible social behavior when working with others.</b>	<b>PE.S.3.4.3 Exhibits responsible social behavior when working with others.</b>	PE.S.4.4.2.b Gives positive corrective feedback respectfully to peers when prompted. (E)	<b>PE.S.5.4.3 Exhibits responsible social behavior when working with others.</b>
PE.S.K.4.3.a Shares equipment and space with others. (E)	PE.S.1.4.3.a Works with others in a variety of class environments (e.g., small and large groups). (E)	PE.S.2.4.3.a Works with a partner with minimal teacher prompting. (E)	PE.S.3.4.3.a Works cooperatively with others. (M)	<b>PE.S.4.4.3 Exhibits responsible social behavior when working with others.</b>	PE.S.5.4.3.a Accepts, recognizes, and actively involves others with varying abilities in physical activities and group projects. (A)
<b>PE.S.K.4.4 Follows rules and demonstrates proper etiquette.</b>	<b>PE.S.1.4.4 Follows rules and demonstrates proper etiquette.</b>	<b>PE.S.2.4.4 Follows rules and demonstrates proper etiquette.</b>	PE.S.3.4.3.b Praises others for their success in movement performance. (M)	PE.S.4.4.3.a Praises the movement performance of others with varying skill abilities. (M)	<b>PE.S.5.4.4 Follows rules and demonstrates proper etiquette.</b>
PE.S.K.4.4.a Recognizes protocol for class activities. (E)	PE.S.1.4.4.a Displays the established protocol for class activities. (E)	PE.S.2.4.4.a Recognizes the importance of rules and etiquette in teacher-designed physical activities. (E)	<b>PE.S.3.4.4 Follows rules and demonstrates proper etiquette.</b>	PE.S.4.4.3.b Accepts players of varying skill levels into the physical activity. (M)	PE.S.5.4.4.a Critiques the etiquette involved in various game activities. (M)
<b>PE.S.K.4.5 Participates safely in physical activities.</b>	<b>PE.S.1.4.5 Participates safely in physical activities.</b>	<b>PE.S.2.4.5 Participates safely in physical activities.</b>	PE.S.3.4.4.a Practices adherence to rules and etiquette in physical activity with peers. (E)	<b>PE.S.4.4.4 Follows rules and demonstrates proper etiquette.</b>	<b>PE.S.5.4.5 Participates safely in physical activities.</b>
PE.S.K.4.5.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	PE.S.1.4.5.a Follows teacher directions for safe participation and proper use of equipment without reminders. (E)	PE.S.2.4.5.a Works independently and safely with or without equipment. (E)	<b>PE.S.3.4.5 Participates safely in physical activities.</b>	PE.S.4.4.4.a Exhibits etiquette and adherence to rules in a variety of physical activities. (E)	PE.S.5.4.5.a Applies safety principles with age-appropriate physical activities. (A)

(E)					
			PE.S.3.4.5.a Works independently and safely in physical activity settings. (M)	<b>PE.S.4.4.5 Participates safely in physical activities.</b>	
				PE.S.4.4.5.a Works safely with peers and equipment in physical activity settings. (M)	



Standard 5 -					
Physical Activity Benefits					
E = Emerging M = Maturing A = Applying					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>PE.S.K.5.1</b> <b>Recognizes the benefits of physical activity for health.</b>	<b>PE.S.1.5.1</b> <b>Recognizes the benefits of physical activity for health.</b>	<b>PE.S.2.5.1</b> <b>Recognizes the benefits of physical activity for health.</b>	<b>PE.S.3.5.1</b> <b>Recognizes the benefits of physical activity for health.</b>	<b>PE.S.4.5.1</b> <b>Recognizes the benefits of physical activity for health.</b>	<b>PE.S.5.5.1</b> <b>Recognizes the benefits of physical activity for health.</b>
PE.S.K.5.1.a Recognizes that physical activity is important for good health. (E)	PE.S.1.5.1.a Identifies physical activity as a component of good health. (E)	PE.S.2.5.1.a Recognizes the relationship between physical activity and good health. (E)	PE.S.3.5.1.a Discusses the relationship between physical activity and good health. (E)	PE.S.4.5.1.a Investigates the health benefits of participation in physical activity. (M)	PE.S.5.5.1.a Compares the health benefits of participating in selected physical activities. (A)
<b>PE.S.K.5.2</b> <b>Recognizes the benefits of physical activity for challenge.</b>	<b>PE.S.1.5.2</b> <b>Recognizes the benefits of physical activity for challenge.</b>	<b>PE.S.2.5.2</b> <b>Recognizes the benefits of physical activity for challenge.</b>	<b>PE.S.3.5.2</b> <b>Recognizes the benefits of physical activity for challenge.</b>	<b>PE.S.4.5.2</b> <b>Recognizes the benefits of physical activity for challenge.</b>	<b>PE.S.5.5.2</b> <b>Recognizes the benefits of physical activity for challenge.</b>
PE.S.K.5.2.a Acknowledges that some physical activities are difficult/challenging. (E)	PE.S.1.5.2.a Accepts that challenge in physical activities can lead to success. (E)	PE.M.2.5.2.a Compares different physical activities that bring challenges and promotes confidence. (E)	PE.S.3.5.2.a Discusses the challenges of learning a new physical activity. (E)	PE.S.4.5.2.a Rates the satisfaction of participating in challenging and mastered physical activities. (M)	PE.S.5.5.2.a Expresses the challenge of participating in a favorite physical activity. (A)
<b>PE.S.K.5.3</b> <b>Recognizes the benefits of physical activity for self-expression and enjoyment.</b>	<b>PE.S.1.5.3</b> <b>Recognizes the benefits of physical activity for self-expression and enjoyment.</b>	<b>PE.S.2.5.3</b> <b>Recognizes the benefits of physical activity for self-expression and enjoyment.</b>	<b>PE.S.3.5.3</b> <b>Recognizes the benefits of physical activity for self-expression and enjoyment.</b>	<b>PE.S.4.5.3</b> <b>Recognizes the benefits of physical activity for self-expression and enjoyment.</b>	<b>PE.S.5.5.3</b> <b>Recognizes the benefits of physical activity for self-expression and enjoyment.</b>

PE.S.K.5.3.a Identifies physical activities that are enjoyable. (E)	PE.S.1.5.3.a Describes positive feelings that result from participating in physical activities. (E)	PE.S.2.5.3.a Identifies physical activities that provide self-expression. (E)	PE.S.3.5.3.a Reflects on the reasons for enjoying selected physical activities. (M)	PE.S.4.5.3.a Ranks the enjoyment of participating in different physical activities. (M)	PE.S.5.5.3.a Analyzes different physical activities for self-expression and enjoyment. (A)
PE.S.K.5.3.b Discusses the enjoyment of playing with friends. (E)	PE.S.1.5.3.b Discusses personal reasons for enjoying physical activities. (E)		<b>PE.S.3.5.4 Recognizes the benefits of physical activity for social interaction.</b>	<b>PE.S.4.5.4 Recognizes the benefits of physical activity for social interaction.</b>	<b>PE.S.5.5.4 Recognizes the benefits of physical activity for social interaction.</b>
			PE.S.3.5.4.a Describes the positive social interactions when engaged with others in physical activity. (E)	PE.S.4.5.4.a Describes and compares the positive social interactions when engaged in partner, small group, and large group physical activities. (M)	PE.S.5.5.4.a Describes the social benefits gained from participating in physical activity. (M)

## 6-8 Physical Education Matrix

Standard 1 -		
Physical Activity Skills and Movement Patterns		
Grade 6	Grade 7	Grade 8
<b>PE.S.6.1.1 Performs a variety of dance and rhythmic skills and activities with competency.</b>	<b>PE.S.7.1.1 Performs a variety of dance and rhythmic skills and activities with competency.</b>	<b>PE.S.8.1.1 Performs a variety of dance and rhythmic skills and activities with competency.</b>
PE.S.6.1.1.a Moves to a beat or rhythm in a dance (e.g., line, folk, social, creative, world).	PE.S.7.1.1.a Applies movement patterns to a beat or rhythm in a dance.	PE.S.8.1.1.a Creates a sequence of movements to a beat or rhythm in a dance.
PE.S.6.1.1.b Moves to a beat in a rhythmic activity (e.g., jump rope, cup stack, dance-fitness program, plyometric exercises).	PE.S.7.1.1.b Applies movement patterns to a beat in a rhythmic activity.	PE.S.8.1.1.b Creates a sequence of movements for a rhythmic activity.
<b>PE.S.6.1.2 Performs a variety of invasion and field game skills and activities with competency.</b>	<b>PE.S.7.1.2 Performs a variety of invasion and field game skills and activities with competency.</b>	<b>PE.S.8.1.2 Performs a variety of invasion and field game skills and activities with competency.</b>
PE.S.6.1.2.a Throws with a mature pattern for distance, force, and speed in a variety of practice tasks (e.g., softball, basketball, football, disc golf).	PE.S.7.1.2.a Throws with a mature pattern within a dynamic environment for distance, force, and speed (e.g., softball, football, basketball, Frisbee).	PE.S.8.1.2.a Throws with a mature pattern for distance, force, and speed in small-sided game play (e.g., softball, basketball, football, lacrosse, Frisbee).
PE.S.6.1.2.b Catches a variety of objects with a mature pattern (e.g., softball, basketball, football, Frisbee).	PE.S.7.1.2.b Catches a variety of objects with a mature pattern in a dynamic environment (e.g., softball, football, basketball, Frisbee).	PE.S.8.1.2.b Catches using an implement with a mature pattern in small-sided game play (e.g., lacrosse, scoop).
PE.S.6.1.2.c Passes an object with hands in combination with locomotor patterns and change of direction.	PE.S.7.1.2.c Passes an object with feet in combination with running, changing direction, and speed with competency.	PE.S.8.1.2.c Passes an object with an implement in combination with running, changing direction, and speed with competency (e.g., hockey, lacrosse, scoop).
PE.S.6.1.2.d Receives object with hands in combination with locomotor patterns and change of direction.	PE.S.7.1.2.d Receives object with feet in combination with running, changing direction, and speed.	PE.S.8.1.2.d Receives object with an implement in combination with running, changing direction, and speed (e.g., hockey,

		broomball).
PE.S.6.1.2.e Performs pivots, fakes, and jab steps correctly without defensive pressure (e.g., basketball, soccer, lacrosse, flag football).	PE.S.7.1.2.e Performs pivots, fakes, and jab steps correctly with defensive pressure (e.g., basketball, soccer, lacrosse, flag football).	PE.S.8.1.2.e Performs pivots, fakes, and jab steps correctly in modified games (e.g., basketball, soccer, lacrosse, flag football).
PE.S.6.1.2.f Dribbles with dominant hand using a change of speed and direction without defensive pressure in a variety of practice tasks (e.g., basketball).	PE.S.7.1.2.f Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks (e.g., basketball).	PE.S.8.1.2.f Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play (e.g., basketball).
PE.S.6.1.2.g Foot-dribbles with control, changing speed and direction, in a variety of practice tasks (e.g., soccer).	PE.S.7.1.2.g Foot-dribbles combined with passing, changing speed and direction, in a variety of practice tasks (e.g., soccer).	PE.S.8.1.2.g Foot-dribbles combined with passing, changing speed and direction, in small-sided game play (e.g., soccer).
PE.S.6.1.2.h Dribbles with an implement with control, changing speed and direction, in a variety of practice tasks (e.g., floor hockey, broomball).	PE.S.7.1.2.h Dribbles with an implement combined with passing in a variety of practice tasks (e.g., floor hockey, broomball).	PE.S.8.1.2.h Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broomball).
PE.S.6.1.2.i Shoots with a mature pattern appropriate to the activity (e.g., basketball, team handball, soccer).	PE.S.7.1.2.i Shoots with a mature pattern, power, and accuracy in a modified game (e.g., basketball, team handball, soccer).	PE.S.8.1.2.i Shoots on goal using an implement with power and accuracy in a modified game (e.g., team handball, hockey and lacrosse).
PE.S.6.1.2.j Maintains defensive ready position appropriate to the activity (e.g., basketball, volleyball, soccer, softball, flag football, wrestling).	PE.S.7.1.2.j Maintains defensive ready position while moving, appropriate to the activity (e.g., basketball, volleyball, softball, flag football, wrestling).	PE.S.8.1.2.j Utilizes drop step technique while defending (e.g., basketball, football, softball).
<b>PE.S.6.1.3 Performs a variety of net and wall game skills and activities with competency.</b>	<b>PE.S.7.1.3 Performs a variety of net and wall game skills and activities with competency.</b>	<b>PE.S.8.1.3 Performs a variety of net and wall game skills and activities with competency.</b>
PE.S.6.1.3.a Performs a legal underhand serve.	PE.S.7.1.3.a Performs a legal underhand serve with accuracy to a target.	PE.S.8.1.3.a Performs a legal underhand serve with accuracy in a modified game.
PE.S.6.1.3.b Strikes with a mature overhand pattern in non-dynamic environment (e.g., volleyball, handball, badminton, tennis).	PE.S.7.1.3.b Strikes with a mature overhand pattern in a dynamic environment (e.g., volleyball, handball, badminton, tennis).	PE.S.8.1.3.b Strikes with a mature overhand pattern in a modified game (e.g., volleyball, handball, badminton, tennis).

PE.S.6.1.3.c Strikes with mature pattern using the forehand and backhand strokes with a short-handled implement.	PE.S.7.1.3.c Strikes with mature pattern using the forehand and backhand strokes with a long-handled implement.	PE.S.8.1.3.c Strikes with mature pattern, using the forehand and backhand strokes with a short- or long-handled implement with accuracy, in a modified game.
PE.S.6.1.3.d Strikes using a forehand volley with mature pattern and control using an implement.	PE.S.7.1.3.d Performs forehand and backhand volleys with mature pattern and control using an implement.	PE.S.8.1.3.d Applies forehand and backhand volleys with a mature pattern and control using an implement in a modified game.
PE.S.6.1.3.e Performs overhead two-hand volley with control.	PE.S.7.1.3.e Performs overhead two-hand volley with control.	PE.S.8.1.3.e Executes overhead two-hand volley with control in a modified game.
PE.S.6.1.3.f Performs a forearm pass with a mature pattern.	PE.S.7.1.3.f Performs a forearm pass with a mature pattern to a partner.	PE.S.8.1.3.f Performs a forearm pass with a mature pattern and control in a modified game.
<b>PE.S.6.1.4 Performs a variety of target game skills and activities with competency.</b>	<b>PE.S.7.1.4 Performs a variety of target game skills and activities with competency.</b>	<b>PE.S.8.1.4 Performs a variety of target game skills and activities with competency.</b>
PE.S.6.1.4.a Throws underhand with a mature pattern in activity specific tasks (e.g., soccer, softball, bowling, bocce, horseshoes).	PE.S.7.1.4.a Throws underhand with a mature pattern consistently in a modified target game.	PE.S.8.1.4.a Throws underhand for accuracy and control, with a mature pattern, in a modified target game.
PE.S.6.1.4.b Strikes, with an implement, a stationary object (e.g., croquet, golf, shuffleboard).	PE.S.7.1.4.b Strikes, with an implement, a stationary object for accuracy (e.g., croquet, golf, shuffleboard).	PE.S.8.1.4.b Strikes, with an implement, a stationary object for accuracy and distance (e.g., croquet, golf, shuffleboard).
<b>PE.S.6.1.5 Performs a variety of fielding/striking game skills and activities with competency.</b>	<b>PE.S.7.1.5 Performs a variety of fielding/striking game skills and activities with competency.</b>	<b>PE.S.8.1.5 Performs a variety of fielding/striking game skills and activities with competency.</b>
PE.S.6.1.5.a Strikes a pitched ball with an implement with a mature pattern.	PE.S.7.1.5.a Strikes a pitched ball to an open space in a variety of practice tasks.	PE.S.8.1.5.a Strikes a pitched ball with power with an implement to an open space in a variety of small-sided games.
PE.S.6.1.5.b Catches with hands using a mature pattern, from different trajectories, using a variety of balls in varying practice tasks.	PE.S.7.1.5.b Catches with hands with a mature pattern, from different trajectories using a variety of balls in small-sided games.	PE.S.8.1.5 b Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.

<b>PE.S.6.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.</b>	<b>PE.S.7.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.</b>	<b>PE.S.8.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.</b>
PE.S.6.1.6.a Demonstrates correct technique for basic skills in one self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling).	PE.S.7.1.6.a Demonstrates correct technique for a variety of skills in one self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling).	PE.S.8.1.6.a Demonstrates correct technique for a variety of skills in two self-selected outdoor activities (e.g., fishing, archery, wall climbing, geocaching, bicycling).
PE.S.6.1.6.b Demonstrates correct technique for basic skills in one self-selected activity (e.g., wrestling, track and field, skating, tumbling).	PE.S.7.1.6.b Demonstrates correct technique for a variety of skills in one self-selected activity (e.g., wrestling, track and field, skating, tumbling).	PE.S.8.1.6.b Demonstrates correct technique for a variety of skills in two self-selected activities (e.g., wrestling, track and field, skating, tumbling).

Standard 2 -		
Movement Concepts, Strategies, and Tactics		
Grade 6	Grade 7	Grade 8
<b>PE.S.6.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance and rhythms.</b>	<b>PE.S.7.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance, and rhythms.</b>	<b>PE.S.8.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance and rhythms.</b>
PE.S.6.2.1.a Varies application of force during dance or rhythmic activities.	PE.S.7.2.1.a Applies Newton's laws of motion to various dance or movement activities.	PE.S.8.2.1.a Describes and applies mechanical advantage(s) for a variety of movement patterns.
<b>PE.S.6.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.</b>	<b>PE.S.7.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.</b>	<b>PE.S.8.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.</b>
PE.S.6.2.2.a Creates space through locomotor movements appropriate to the activity.	PE.S.7.2.2.a Reduces space through locomotor movements appropriate to the activity.	PE.S.8.2.2.a Creates and reduces space using a variety of passes and offensive tactics during modified games (e.g., pivots, fakes, give and go).
PE.S.6.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense.	PE.S.7.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates.	PE.S.8.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates, and capitalizing on opportunities.
<b>PE.S.6.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.</b>	<b>PE.S.7.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.</b>	<b>PE.S.8.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.</b>
PE.S.6.2.3.a Creates space when hitting with a short-handled implement by varying force and direction.	PE.S.7.2.3.a Creates space when hitting with long-handled implement by varying force and direction and moving opponent from side to side.	PE.S.8.2.3.a Creates space when hitting with either a long- or short-handled implement by varying force or direction or by moving opponent side-to-side and/or forward and back.

PE.S.6.2.3.b Reduces offensive options for opponents by returning to midcourt position.	PE.S.7.2.3.b Selects offensive shot based on opponent's location.	PE.S.8.2.3.b Varies placement, force, and timing of return to prevent anticipation by opponent.
<b>PE.S.6.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.</b>	<b>PE.S.7.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.</b>	<b>PE.S.8.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.</b>
PE.S.6.2.4.a Selects appropriate shot and/or implement based on location of the object in relation to the target.	PE.S.7.2.4.a Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	PE.S.8.2.4.a Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.
<b>PE.S.6.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.</b>	<b>PE.S.7.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.</b>	<b>PE.S.8.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.</b>
PE.S.6.2.5.a Identifies open spaces and attempts to strike object into that space.	PE.S.7.2.5.a Utilizes a variety of shots to hit to an open space.	PE.S.8.2.5.a Identifies sacrifice situations and attempts to advance a teammate.
PE.S.6.2.5.b Identifies the correct defensive play based on the situation (e.g., number of outs).	PE.S.7.2.5.b Selects the correct defensive play based on the situation (e.g., number of outs).	PE.S.8.2.5.b Reduces open spaces in the field by working with teammates to maximize coverage.
<b>PE.S.6.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.</b>	<b>PE.S.7.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.</b>	<b>PE.S.8.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.</b>
PE.S.6.2.6.a Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others.	PE.S.7.2.6.a Analyzes the situation and makes adjustments to ensure the safety of self and others.	PE.S.8.2.6.a Implements safe protocols in self-selected outdoor activities.



Standard 3 -		
Health-Related Physical Activity and Fitness		
Grade 6	Grade 7	Grade 8
<b>PE.S.6.3.1 Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity.</b>	<b>PE.S.7.3.1 Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity.</b>	<b>PE.S.8.3.1 Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity.</b>
PE.S.6.3.1.a Explains how being physically active leads to a healthy body.	PE.S.7.3.1.a Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	PE.S.8.3.1.a Explains the connections between health-related fitness and overall physical and mental health.
PE.S.6.3.1.b Describes the difference between aerobic and anaerobic capacity in order to participate in a variety of activities with moderate to vigorous intensity, for a minimum of 60 minutes a day.	<b>PE.S.7.3.2 Engages in physical activity.</b>	<b>PE.S.8.3.2 Engages in physical activity.</b>
<b>PE.S.6.3.2 Engages in physical activity.</b>	PE.S.7.3.2.a Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes a day.	PE.S.8.3.2.a Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes a day.
PE.S.6.3.2.a Participates in a variety of body weight strength and endurance fitness activities.	PE.S.7.3.2.b Participates in a variety of strength and muscular endurance fitness activities using body weight (e.g., resistance bands).	PE.S.8.3.2.b Plans and creates, with teacher assistance, a variety of strength and muscular endurance activities using body weight and light free-weights.
PE.S.6.3.2.b Participates in a variety of aerobic fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).	PE.S.7.3.2.c Participates in a variety of aerobic-fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).	PE.S.8.3.2.c Participates in a variety of aerobic fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).
PE.S.6.3.2.c Participates in a variety of lifetime recreational team sports, outdoor pursuits, and/or dance activities.	PE.S.7.3.2.d Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.	PE.S.8.3.2.d Participates in self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.
<b>PE.S.6.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing</b>	<b>PE.S.7.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing</b>	<b>PE.S.8.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing</b>

level of physical fitness.	level of physical fitness.	level of physical fitness.
PE.S.6.3.3.a Describes the components of skill-related fitness.	PE.S.7.3.3.a Distinguishes between health-related and skill-related fitness.	PE.S.8.3.3.a Compares and contrasts physical activities based on their contributions to health-related fitness components.
PE.S.6.3.3.b Sets and monitors a self-selected fitness goal.	PE.S.7.3.3.b Adjusts amount of physical activity based on quantity of exercise to maintain and/or improve fitness levels.	PE.S.8.3.3.b Uses available technology to self-monitor quantity of exercise and enhance current fitness level.
PE.S.6.3.3.c Describes the role of warm-ups and cool-downs through dynamic movement.	PE.S.7.3.3.c Designs a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.	PE.S.8.3.3.c Designs and implements a variety of warm-up/cool-down regimens with a variety of dynamic and static stretches for multiple activities.
PE.S.6.3.3.d Employs correct techniques and methods of stretching.	PE.S.7.3.3.d Describes the overload principles of Frequency, Intensity, Time, and Type (FITT) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.	PE.S.8.3.3.d Uses the overload principle in preparing a personal workout.
PE.S.6.3.3.e Identifies each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.	PE.S.7.3.3.e Defines how the Borg Rating of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of exercise.	PE.S.8.3.3.e Defines how the Borg Rate of Perceived Exertion (RPE) scale can be used to adjust workout intensity during physical activity.
PE.S.6.3.3.f Defines resting heart rate and describes its relationship to aerobic fitness and Borg Rating of Perceived Exertion (RPE) scale.	PE.S.7.3.3.f Performs a variety of single-joint and multi-joint movements in resistance training with an implement.	PE.S.8.3.3.f Performs a variety of single-joint and multi-joint movements in resistance training with an appropriately selected resistance.
PE.S.6.3.3.g Performs multi-joint and single-joint resistance training movements.	PE.S.7.3.3.g Performs appropriate techniques related to muscular strength and endurance to ensure safety and injury prevention.	PE.S.8.3.3.g Identifies technical resistance progressions and determines corrections that are necessary for injury prevention and health promotion.
PE.S.6.3.3.h Identifies the concepts of muscular strength exercises and the relationship between incorrect technique and	PE.S.7.3.3.h Designs and implements a program of remediation for two areas of weakness based on the results of health-	PE.S.8.3.3.h Designs and implements a program of remediation for three areas of weakness based on the results of health-

injury.	related fitness assessment.	related fitness assessment.
PE.S.6.3.3.i Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.	PE.S.7.3.3.i Maintains a physical activity log and nutrition log for at least two weeks, and reflects on activity levels and nutrition as documented in the log.	PE.S.8.3.3.i Designs and implements a program to improve levels of health-related fitness and nutrition.
PE.S.6.3.3.j Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	<b>PE.S.7.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>	<b>PE.S.8.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>
<b>PE.S.6.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</b>	PE.S.7.3.4.a Develops strategies for balancing healthy food, snacks and water intake, along with physical activity.	PE.S.8.3.4.a Describes the relationship between poor nutrition and health risk factors.
PE.S.6.3.4.a Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	<b>PE.S.7.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.</b>	<b>PE.S.8.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.</b>
<b>PE.S.6.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.</b>	PE.S.7.3.5.a Practices strategies for dealing with stress (e.g., deep breathing, guided visualization, aerobic exercise).	PE.S.8.3.5.a Performs basic movements used in other stress-reducing activities (e.g., yoga, tai chi).
PE.S.6.3.5.a Identifies positive and negative results of stress and appropriate ways of dealing with each.		

Standard 4 -		
Responsible Behavior		
Grade 6	Grade 7	Grade 8
<b>PE.S.6.4.1 Exhibits personal responsibility in physical activity settings.</b>	<b>PE.S.7.4.1 Exhibits personal responsibility in physical activity settings.</b>	<b>PE.S.8.4.1 Exhibits personal responsibility in physical activity settings.</b>
PE.S.6.4.1.a Exhibits personal responsibility through appropriate etiquette, respect for facilities and equipment, and safe behaviors.	PE.S.7.4.1.a Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	PE.S.8.4.1.a Accepts responsibility for personal and social behaviors and improving ones' own level of physical activity and fitness.
<b>PE.S.6.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>	<b>PE.S.7.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>	<b>PE.S.8.4.2 Accepts and responds to specific corrective feedback from teacher and peers.</b>
PE.S.6.4.2.a Implements specific corrective feedback to improve performance.	PE.S.7.4.2.a Provides positive corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.	PE.S.8.4.2.a Provides encouragement and positive feedback to peers without prompting from the teacher.
<b>PE.S.6.4.3 Exhibits responsible social behavior when working with others.</b>	<b>PE.S.7.4.3 Exhibits responsible social behavior when working with others.</b>	<b>PE.S.8.4.3 Exhibits responsible social behavior when working with others.</b>
PE.S.6.4.3.a Accepts differences among classmates in physical development, maturation, and varying skill levels by providing positive encouragement.	PE.S.7.4.3.a Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	PE.S.8.4.3.a Responds appropriately to participants' behavior during physical activity by using rules and guidelines for resolving conflict.
PE.S.6.4.3.b Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.	PE.S.7.4.3.b Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	PE.S.8.4.3.b Employs critical thinking skills to solve problems and make decisions.
<b>PE.S.6.4.4 Follows rules and demonstrates proper etiquette.</b>	PE.S.7.4.3.c Problem solves with a small group of classmates during adventure	<b>PE.S.8.4.4 Follows rules and demonstrates proper etiquette.</b>

	activities, game play, or team building activities.	
PE.S.6.4.4.a Implements the rules and etiquette for physical activities, games, and dance activities.	<b>PE.S.7.4.4 Follows rules and demonstrates proper etiquette.</b>	PE.S.8.4.4.a Officiates modified physical activities and games.
<b>PE.S.6.4.5 Participates safely in physical activities.</b>	PE.S.7.4.4.a Self-officiates modified physical activities and games.	PE.S.8.4.4.b Creates dance routines applying appropriate behavior and etiquette observing, creating, and performing dance.
PE.S.6.4.5.a Uses physical activity and fitness equipment appropriately and safely with teacher guidance.	PE.S.7.4.4.b Demonstrates appropriate behaviors and etiquette while observing and performing dance.	<b>PE.S.8.4.5 Participates safely in physical activities.</b>
PE.S.6.4.5.b Applies specific safety concerns associated with the activity with teacher guidance.	<b>PE.S.7.4.5 Participates safely in physical activities.</b>	PE.S.8.4.5.a Independently uses physical activity and fitness equipment appropriately.
	PE.S.7.4.5.a Independently uses physical activity and fitness equipment appropriately and safely.	PE.S.8.4.5.b Identifies specific safety associated with the physical activity.
	PE.S.7.4.5.b Applies specific safety concerns associated with the activity in individual practice.	PE.S.8.4.5.c Applies specific safety concerns associated with the activity when practicing with peers.

Standard 5 -		
Physical Activity Benefits		
Grade 6	Grade 7	Grade 8
<b>PE.S.6.5.1 Recognizes the benefits of physical activity for health.</b>	<b>PE.S.7.5.1 Recognizes the benefits of physical activity for health.</b>	<b>PE.S.8.5.1 Recognizes the benefits of physical activity for health.</b>
PE.S.6.5.1.a Identifies different types of physical activities and describes how each positively impacts health.	PE.S.7.5.1.a Identifies examples of activities that enhance each of the five components of health-related fitness.	PE.S.8.5.1.a Explains the connections between fitness and overall physical and mental health.
PE.S.6.5.1.b Explains how physical activity provides opportunities for reducing stress.	PE.S.7.5.1.b Participates in a variety of physical activities to experience positive mental and emotional benefits.	PE.S.8.5.1.b Analyzes the empowering consequences of being physically active as it relates to physical, social, and mental/emotional health.
<b>PE.S.6.5.2 Recognizes the benefits of physical activity for challenge.</b>	<b>PE.S.7.5.2 Recognizes the benefits of physical activity for challenge.</b>	<b>PE.S.8.5.2 Recognizes the benefits of physical activity for challenge.</b>
PE.S.6.5.2.a Recognizes individual challenges in physical activity and copes in a positive way (e.g., extending effort, asking for help or feedback, modifying the tasks).	PE.S.7.5.2.a Generates positive strategies when faced with a group challenge in physical activity (e.g., offering suggestions or assistance, leading, or following others and providing possible solutions).	PE.S.8.5.2.a Develops a plan of action for challenge in physical activity and makes appropriate decisions based on that plan.
<b>PE.S.6.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.</b>	<b>PE.S.7.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.</b>	<b>PE.S.8.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.</b>
PE.S.6.5.3.a Associates physical activity with enjoyment.	PE.S.7.5.3.a Enjoys self-selected physical activities.	PE.S.8.5.3.a Enjoys self-selected physical activities.
PE.S.6.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.	PE.S.7.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.	PE.S.8.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.
PE.S.6.5.3.c Identifies the relationship between self-expression and physical activity.	PE.S.7.5.3 c Explains the relationship between self-expression and lifelong enjoyment through	PE.S.8.5.3.c Identifies and participates in an enjoyable activity that prompts individual

	physical activity.	expression.
<b>PE.S.6.5.4 Recognizes the benefits of physical activity for social interaction.</b>	<b>PE.S.7.5.4 Recognizes the benefits of physical activity for social interaction.</b>	<b>PE.S.8.5.4 Recognizes the benefits of physical activity for social interaction.</b>
PE.S.6.5.4.a Respects self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity (e.g., sportsmanship).	PE.S.7.5.4.a Demonstrates the importance of social interactions by helping and encouraging others, avoiding negative comments and providing support to classmates.	PE.S.8.5.4.a Exhibits respect for self by asking for help and helping others in various physical activities.

**9-12 Physical Education Matrix**  
**Aquatics I, Aquatics II, & Lifeguard Training**

Standard 1 -		
Physical Activity Skills and Movement Patterns		
Aquatics I	Aquatics II	Lifeguard Training
<b>PE.S.HS.3.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>	<b>PE.S.HS.4.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>	<b>PE.S.HS.17.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>
PE.S.HS.3.1.a Performs basic swimming strokes (e.g., sidestroke, elementary backstroke, front crawl, and backstroke).	PE.S.HS.4.1.a Performs four competitive strokes (e.g., butterfly, backstroke, breaststroke, front crawl).	PE.S.HS.17.1.a Performs all lifeguarding rescue skills as required by American Red Cross (e.g., entries and approaches, active rescues, passive rescues, reaching assist).
PE.S.HS.3.1.b Executes in-water skills (e.g., turns, flag count).	PE.S.HS.4.1.b Executes in-water skills (e.g., turns, flag count, survival using clothing for flotation).	PE.S.HS.17.1.b Performs all CPR/First Aid/AED skills as required by American Red Cross (e.g., ventilations, one-rescuer CPR, two-rescuer CPR, conscious choking, AED, control external bleeding).
PE.S.HS.3.1.c Executes near-water skills (e.g., starts, board approach).	PE.S.HS.4.1.c Executes near-water skills (e.g., starts, board approach with flight, sizing paddles).	PE.S.HS.17.1.c Applies the terminology associated with Water Safety.
	PE.S.HS.4.1.d Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in selected aquatic skills.	PE.S.HS.17.1.d Applies the terminology associated with lifeguard skills staged in rescue situations.



Standard 2 -		
Movement Concepts, Strategies, and Tactics & Health-Related Physical Activity and Fitness		
Aquatics I	Aquatics II	Lifeguard Training
<b>PE.S.HS.3.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	<b>PE.S.HS.4.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	<b>PE.S.HS.17.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>
PE.S.HS.3.2.a Participates in water recreation games and activities to enhance fitness (e.g., water aerobics/exercises, water volleyball, water polo, kayaking, paddle boarding, yoga, dance).	PE.S.HS.4.2.a Designs and implements a plan to improve performance and/or maintain a healthy and active lifestyle (e.g., workouts, fin & paddle use, water exercise courses in community).	PE.S.HS.17.2.a Evaluates risks and safety factors associated with aquatic activities in heat, humidity, and cold (e.g., hydration, heat exhaustion, heat stroke, hypothermia, sun exposure).
PE.S.HS.3.2.b Designs and implements personal workouts and fitness goals in an aquatic environment (e.g., warm up, workout, cool down, Frequency, Intensity, Type, and Time {FITT}).		PE.S.HS.17.2.b Evaluates risks and safety factors associated with aquatic environments.
PE.S.HS.3.2.c Analyzes the health benefits of self-selected aquatic activities (e.g., health-related components, disease prevention, heart rate, target heart rate zone).		PE.S.HS.17.2.c Applies best practices for participating safely in and around aquatic activities.

Standard 3 -		
Responsible Behavior & Physical Activity Benefits		
Aquatics I	Aquatics II	Lifeguard Training
<b>PE.S.HS.3.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>	<b>PE.S.HS.4.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>	<b>PE.S.HS.17.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>
PE.S.HS.3.3.a Exhibits etiquette, respect for others, and teamwork while engaging in aquatic activities.	PE.S.HS.4.3.a Exhibits etiquette, respect for others, and teamwork while engaging in aquatic activities.	PE.S.HS.17.3.a Exhibits etiquette and respect for others while engaging in and around aquatic activity (e.g., customer service, instructing lessons).
PE.S.HS.3.3.b Employs effective self-management skills to analyze individual barriers and modify aquatic activity patterns as needed.	PE.S.HS.4.3.b Selects an appropriate level of challenge to experience success and desire to participate in a self-selected aquatic activity.	PE.S.HS.17.3.b Utilizes communication skills and strategies that promote team/group dynamics (e.g., for patrons and team responses) in aquatic environments.
PE.S.HS.3.3.c Performs appropriate water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count).	PE.S.HS.4.3.c Utilizes communication skills and implements strategies that promote team/group dynamics in aquatic environments.	PE.S.HS.17.3.c Thinks critically and solves problems both as an individual and in groups, in aquatic environments.
		PE.S.HS.17.3.d Discusses the benefits of a physically active lifestyle as it relates to a career of lifeguarding.

**9-12 Physical Education Matrix**  
**Sport Skills Fitness, Lifetime Fitness, & Sport Officiating**

<b>Standard 1 -</b>		
<b>Physical Activity Skills and Movement Patterns</b>		
<b>Sport Skills and Fitness</b>	<b>Lifetime Fitness</b>	<b>Sport Officiating</b>
<b>PE.S.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>	<b>PE.S.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>	<b>PE.S.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>
PE.S.HS.1.1.a Performs and/or refines activity-specific movement skills in four or more lifetime activities (e.g., outdoor pursuits, aquatics, net games, individual performance activities).	PE.S.HS.14.1.a Performs and/or refines activity-specific movement skills in a variety of lifetime activities.	PE.S.HS.15.1.a Performs a variety of activity/sports-specific movement skills at a mature level.
PE.S.HS.1.1.b Demonstrates proficiency in multiple skills in a variety of health-related activities (e.g., running, core exercises, yoga, resistance training).	PE.S.HS.14.1.b Demonstrates competent skill performance of basic and advanced skills by scoring and preventing scoring as an individual/team within authentic settings of lifetime game activities.	PE.S.HS.15.1.b Demonstrates competent skill performance of basic and advanced skills by scoring and preventing scoring as a team within authentic settings of invasion games, net/wall games, and/or striking and fielding games.
		PE.S.HS.15.1.c Performs a variety of specialized skills in health-related fitness activities.

Standard 2 -		
Movement Concepts, Strategies, and Tactics & Health-Related Physical Activity and Fitness		
Sport Skills and Fitness	Lifetime Fitness	Sport Officiating
<b>PE.S.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	<b>PE.S.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	<b>PE.S.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>
PE.S.HS.1.2.a Applies the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.	PE.S.HS.14.2.a Applies class activities to a personal fitness plan.	PE.S.HS.15.2.a Applies class activities to a personal fitness plan.
PE.S.HS.1.2.b Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation).	PE.S.HS.14.2.b Investigates the benefits of lifetime activities and how they contribute to achieving and maintaining a health-enhancing level of physical activity and fitness.	PE.S.HS.15.2.b Analyzes and applies technology and social media as tools for supporting team activities as part of a healthy and active adult lifestyle.
PE.S.HS.1.2.c Creates a practice plan to improve performance of a self-selected skill.	PE.S.HS.14.2.c Applies appropriate strategies in a variety of lifetime activities.	PE.S.HS.15.2.c Transfers knowledge of previously learned tactics and strategies to participate in similar and/or new team activities (e.g., games, sports, world games, innovative games).
PE.S.HS.1.2.d Discusses the benefits of a physically active lifestyle throughout the life cycle.	PE.S.HS.14.2.d Applies appropriate tactical decisions in a variety of lifetime activities.	PE.S.HS.15.2.d Creates strategies for successful participation in a variety of team activities.
PE.S.HS.1.2.e Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	PE.S.HS.14.2.e Applies the rules and understanding of the terminology in a variety of lifetime activities.	PE.S.HS.15.2.e Applies tactics to participate successfully in a variety of team activities.
PE.S.HS.1.2.f Identifies issues associated with exercising in heat, humidity, and cold.	PE.S.HS.14.2.f Communicates with teammates using proper terminology in a variety of lifetime activities.	PE.S.HS.15.2.f Applies knowledge of various team/player positions and their role(s) in the team game or activity.
PE.S.HS.1.2.g Analyzes the benefits, social support network, and participation requirements of activities	PE.S.HS.14.2.g Analyzes and applies technology and social media as tools for supporting lifetime	PE.S.HS.15.2.g Applies the rules and understanding of terminology in a variety of team

that can be pursued in the local environment.	activities as part of a healthy, active lifestyle.	games.
PE.S.HS.1.2.h Evaluates risks and safety factors that might impact physical activity preferences throughout the life span.	PE.S.HS.14.2.h Identifies issues associated with performing lifetime activities in heat, humidity, and cold.	PE.S.HS.15.2.h Communicates with teammates using proper terminology in a variety of team games.
PE.S.HS.1.2.i Identifies types of strength exercises (e.g., isometric, concentric, eccentric) for personal fitness development (e.g., strength, endurance, range of motion).	PE.S.HS.14.2.i Analyzes the benefits, social support network, and participation requirements of lifetime activities that can be pursued in the local environment.	PE.S.HS.15.2.i Adjusts physical activity level to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity.
PE.S.HS.1.2.j Identifies stretching exercises (e.g., static, proprioceptive neuromuscular facilitation {PNF}, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	PE.S.HS.14.2.j Evaluates risk and safety factors that might affect lifetime physical activity preferences throughout the life cycle.	PE.S.HS.15.2.j Identifies issues associated with performing team games in heat, humidity, and cold.
PE.S.HS.1.2.k Calculates target heart rate and applies that information to personal fitness.	PE.S.HS.14.2.k Applies stress management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in lifetime activities.	PE.S.HS.15.2.k Applies stress-management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in team activities.
PE.S.HS.1.2.l Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle.		PE.S.HS.15.2.l Evaluates risk and safety factors that might affect team game activity preferences throughout the life cycle.
PE.S.HS.1.2.m Designs and implements a fitness program that includes all components of health related fitness.		
PE.S.HS.1.2.n Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.		
PE.S.HS.1.2.o Researches stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation).		

Standard 3 -		
Responsible Behavior & Physical Activity Benefits		
Sport Skills and Fitness	Lifetime Fitness	Sport Officiating
<b>PE.S.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>	<b>PE.S.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>	<b>PE.S.HS.15.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>
PE.S.HS.1.3.a Exhibits etiquette, respect for others, and teamwork while engaging in physical activity.	PE.S.HS.14.3.a Employs effective self-management skills to analyze barriers and modify physical activity patterns in lifetime activities.	PE.S.HS.15.3.a Evaluates the barriers of team activities as it relates to living a healthy and active adult lifestyle.
PE.S.HS.1.3.b Utilizes communication skills and strategies that promote team/group dynamics.	PE.S.HS.14.3.b Recognizes and performs modifications to lifetime activities, game expectations, or behaviors to accommodate individuals with lesser or greater skills or special needs.	PE.S.HS.15.3.b Recognizes and performs modifications to team activities, game expectations, or behaviors to accommodate individuals with lesser or greater skills or special needs.
PE.S.HS.1.3.c Solves problems and thinks critically in physical activity, both as an individual and in groups.	PE.S.HS.14.3.c Exhibits etiquette, respect for others, and teamwork while engaging in lifetime activities.	PE.S.HS.15.3.c Utilizes communication skills and strategies to promote successful participation in team activities.
PE.S.HS.1.3.d Applies best practices for participating safely in physical activity (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	PE.S.HS.14.3.d Selects and participates in lifetime activities that meet the need for self-expression and enjoyment.	PE.S.HS.15.3.d Applies best practices for participating safely in team sports (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
PE.S.HS.1.3.e Analyzes the health benefits of a self-selected physical activity.	PE.S.HS.14.3.e Exhibits good sportsmanship and plays within the rules in a variety of lifetime activities.	PE.S.HS.15.3.e Maintains appropriate demeanor throughout team games or activities (e.g., responding to winning or losing, accepting officials call, incidental physical contact, errors).
PE.S.HS.1.3.f Chooses an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.		PE.S.HS.15.3.f Evaluates the opportunities for social interaction and social support provided by team activities.
PE.S.HS.1.3.g Selects and participates in physical		

activities that meet the need for self-expression and enjoyment.		
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**9-12 Physical Education Matrix**  
**Weight Training and Conditioning I & II, & Sports Performance**

<b>Standard 1 -</b>		
<b>Physical Activity Skills and Movement Patterns</b>		
<b>Weight Training and Conditioning I</b>	<b>Weight Training and Conditioning II</b>	<b>Sports Performance</b>
<b>PE.M.HS.5.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (PE.HS.5.1 and PE.HS.8.1)</b>	<b>PE.M.HS.6.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (PE.HS.6.1 and PE.HS.8.1 )</b>	<b>PE.M.HS.7.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (PE.HS.7.1 and PE.HS.8.1)</b>
PE.M.HS.5.1.a Performs technique for beginning resistance training and/or free-weight exercises. (PE.HS.5.1.a )	PE.M.HS.6.1.a Performs technique for intermediate resistance training and free-weight exercises. (PE.HS.6.1.a)	PE.M.HS.7.1.a Performs technique for advanced resistance training and free-weight exercises. (PE.HS.7.1.a )
PE.M.HS.5.1.b Performs multiple skills in a variety of different aerobic activities. (PE.HS.8.1.a)	PE.M.HS.6.1.b Performs multiple skills in a variety of different aerobic activities. (PE.HS.8.1.a)	PE.M.HS.7.1.b Performs multiple skills in a variety of different aerobic activities. (PE.HS.8.1.a)
PE.M.HS.5.1.c Demonstrates the correct technique associated with a variety of different activities within aerobic training. (PE.HS.8.1.b )	PE.M.HS.6.1.c Demonstrates the correct technique associated with a variety of different activities within aerobic training. (PE.HS.8.1.b)	PE.M.HS.7.1.c Demonstrates the correct technique associated with a variety of different activities within aerobic training. (PE.HS.8.1.b )



Standard 2 -		
Movement Concepts, Strategies, and Tactics & Health-Related Physical Activity and Fitness		
Weight Training and Conditioning I	Weight Training and Conditioning II	Sports Performance
<b>PE.M.HS.5.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness. (PE.HS.5.2 and PE.HS.8.2)</b>	<b>PE.M.HS.6.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness. (PE.HS.6.2 and PE.HS.8.2)</b>	<b>PE.M.HS.7.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness. (PE.HS.7.2 and PE.HS.8.2 )</b>
PE.M.HS.5.2.a Identifies and implements components of an appropriate effective strength and conditioning program. (PE.HS.5.2.a)	PE.M.HS.6.2.a Identifies and performs types of strength exercises (e.g., isometric, concentric, eccentric) for personal fitness (e.g., strength, endurance, range of motion). (PE.HS.6.2.a)	PE.M.HS.7.2.a Analyzes and improves performance of self and/or others in a strength and conditioning exercise using movement concepts and principles (e.g., force, motion, rotation). (PE.HS.7.2.a)
PE.M.HS.5.2.b Identifies and uses the major muscle groups in specific exercises. (PE.HS.5.2.b)	PE.M.HS.6.2.b Identifies and performs types of stretching exercises (e.g., static, proprioceptive neuromuscular facilitation {PNF}, dynamic) for personal fitness (e.g., strength, endurance, range of motion). (PE.HS.6.2.b)	PE.M.HS.7.2.b Designs and implements a personal strength and conditioning program that supports a healthy, active lifestyle. (PE.HS.7.2.b)
PE.M.HS.5.2.c Applies the terminology associated with exercise and participation in beginning strength and conditioning activities. (PE.HS.5.2.c)	PE.M.HS.6.2.c Designs a strength and conditioning program, including all components of health related fitness as it relates to living a healthy and active adult lifestyle. (PE.HS.6.2.c)	PE.M.HS.7.2.c Selects and performs exercises that use the different energy systems (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (PE.HS.7.2.c)
PE.M.HS.5.2.d Analyzes the validity of claims made by commercial products and programs pertaining to strength and conditioning. PE.HS.5.2.d)	PE.M.HS.6.2.d Evaluates claims of commercial products and programs for strength and conditioning. (PE.HS.6.2.d)	PE.M.HS.7.2.d Applies basic knowledge of energy systems for improving physical fitness. (PE.HS.7.2.d)
PE.M.HS.5.2.e Analyzes and applies technology and social media as tools for supporting a strength and conditioning program. (PE.HS.5.2.e)	PE.M.HS.6.2.e Analyzes and applies technology and social media as tools for supporting a strength and conditioning program. (PE.HS.6.2.e)	PE.M.HS.7.2.e Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (PE.HS.7.2.e)
PE.M.HS.5.2.f Identifies and applies the movement concepts and principles utilized for the improvement of performance. PE.HS.8.2.a	PE.M.HS.6.2.f Applies the terminology associated with exercise and participation in intermediate strength and conditioning programs. PE.HS.6.2.f	PE.M.HS.7.2.f Creates and maintains a strength and conditioning portfolio (e.g., assessment scores, goals for improvement, plan of activities for

		improvement, log of activities being done to reach goals, timeline for improvement). (PE.HS.7.2.f)
PE.M.HS.5.2.g Identifies a variety of aerobic activities that can be pursued in the local environment in order to evaluate the benefits of each activity for future personal use. (PE.HS.8.2.b)	PE.M.HS.6.2.g Identifies and applies the movement concepts and principles utilized for the improvement of performance. (PE.HS.8.2.a)	PE.M.HS.7.2.g Analyzes and applies technology and social media as tools for supporting a strength and conditioning program. (PE.HS.7.2.g)
PE.M.HS.5.2.h Isolates muscle groups that correspond with exercises performed. (PE.HS.8.2.c)	PE.M.HS.6.2.h Identifies a variety of aerobic activities that can be pursued in the local environment in order to evaluate the benefits of each activity for future personal use. (PE.HS.8.2.b)	PE.M.HS.7.2.h Applies the terminology associated with exercise and participation in advanced strength and conditioning programs. (PE.HS.7.2.h)
PE.M.HS.5.2.i Utilizes appropriate terminology associated with aerobic activities. (PE.HS.8.2.d)	PE.M.HS.6.2.i Isolates muscle groups that correspond with exercises performed. (PE.HS.8.2.c)	PE.M.HS.7.2.i Identifies and applies the movement concepts and principles utilized for the improvement of performance. (PE.HS.8.2.a)
	PE.M.HS.6.2.j Utilizes appropriate terminology associated with aerobic activities. (PE.HS.8.2.d)	PE.M.HS.7.2.j Identifies a variety of aerobic activities that can be pursued in the local environment in order to evaluate the benefits of each activity for future personal use. (PE.HS.8.2.b)
		PE.M.HS.7.2.k Isolates muscle groups that correspond with exercises performed. (PE.HS.8.2.c)
		PE.M.HS.7.2.l Utilizes appropriate terminology associated with aerobic activities. (PE.HS.8.2.d)

Standard 3 -		
Responsible Behavior & Physical Activity Benefits		
Weight Training and Conditioning I	Weight Training and Conditioning II	Sports Performance
<b>PE.M.HS.5.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings. (PE.HS.5.3 and PE.HS.8.3)</b>	<b>PE.M.HS.6.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings. (PE.HS.6.3 and PE.HS.8.3)</b>	<b>PE.M.HS.7.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings. (PE.HS.7.3 and PE.HS.8.3)</b>
PE.M.HS.5.3.a Applies best practices for participating safely in beginning strength and conditioning exercises. (PE.HS.5.3.a)	PE.M.HS.6.3.a Applies best practices for participating safely in intermediate strength and conditioning exercises. (PE.HS.6.3.a)	PE.M.HS.7.3.a Applies best practices for participating safely in advanced strength and conditioning exercises. (PE.HS.7.3.a)
PE.M.HS.5.3.b Selects an appropriate level of challenge to experience success and desire to participate in beginning strength and conditioning environments. (PE.HS.5.3.b)	PE.M.HS.6.3.b Exhibits etiquette, respect for others, and teamwork while engaging in intermediate strength and conditioning environments. (PE.HS.6.3.b)	PE.M.HS.7.3.b Exhibits etiquette, respect for others, and teamwork while engaging in advanced strength and conditioning environments. (PE.HS.7.3.b)
PE.M.HS.5.3.c Exhibits etiquette, respect for others, and teamwork while engaging in beginning strength and conditioning environments. (PE.HS.5.3.c)	PE.M.HS.6.3.c Employs effective self-management skills to analyze barriers and modify intermediate strength and conditioning activities as needed to meet individual needs. (PE.HS.6.3.c)	PE.M.HS.7.3.c Employs effective self-management skills to analyze barriers and modify advanced strength and conditioning activities as needed to meet individual needs. (PE.HS.7.3.c)
PE.M.HS.5.3.d Exhibits etiquette, behavior, and respect for others while engaging in aerobic activity. (PE.HS.8.3.a)	PE.M.HS.6.3.d Exhibits etiquette, behavior, and respect for others while engaging in aerobic activity. (PE.HS.8.3.a)	PE.M.HS.7.3.d Exhibits etiquette, behavior, and respect for others while engaging in aerobic activity. (PE.HS.8.3.a)
PE.M.HS.5.3.e Selects and performs multiple aerobic activities which provide enjoyment. (PE.HS.8.3.c)	PE.M.HS.6.3.e Selects and performs multiple aerobic activities which provide enjoyment. (PE.HS.8.3.c)	PE.M.HS.7.3.e Selects and performs multiple aerobic activities which provide enjoyment. (PE.HS.8.3.c)
PE.M.HS.5.3.f Chooses and performs at an appropriate level of challenge to experience success and desire to participate in self-selected physical activity. (PE.HS.8.3.d)	PE.M.HS.6.3.f Chooses and performs at an appropriate level of challenge to experience success and desire to participate in self-selected physical activity. (PE.HS.8.3.d)	PE.M.HS.7.3.f Chooses and performs at an appropriate level of challenge to experience success and desire to participate in self-selected physical activity. (PE.HS.8.3.d)

**9-12 Physical Education Matrix  
Cross Training I & II**

<b>Standard 1 -</b>	
<b>Physical Activity Skills and Movement Patterns</b>	
<b>Cross Training I</b>	<b>Cross Training II</b>
<b>PE.S.HS.8.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>	<b>PE.S.HS.9.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</b>
PE.S.HS.8.1.a Performs multiple skills in a variety of different aerobic activities.	PE.S.HS.9.1.a Performs multiple skills in a variety of aerobic activities.
PE.S.HS.8.1.b Demonstrates the correct technique associated with a variety of different activities within aerobic training.	PE.S.HS.9.1.b Executes multiple techniques in a variety of resistance training activities.

Standard 2 -	
<b>Movement Concepts, Strategies, and Tactics &amp; Health-Related Physical Activity and Fitness</b>	
Cross Training I	Cross Training II
<b>PE.S.HS.8.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	<b>PE.S.HS.9.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</b>
PE.S.HS.8.2.a Identifies and applies the movement concepts and principles utilized for the improvement of performance.	PE.S.HS.9.2.a Applies terminology associated with aerobic activities and resistance training.
PE.S.HS.8.2.b Identifies a variety of aerobic activities that can be pursued in the local environment in order to evaluate the benefits of each activity for future personal use.	PE.S.HS.9.2.b Analyzes and improves performance of self and others utilizing movement concepts and principles.
PE.S.HS.8.2.c Isolates muscle groups that correspond with exercises performed.	PE.S.HS.9.2.c Researches the benefits of aerobic and resistance training activities as they relate to living a healthy, active adult lifestyle.
PE.S.HS.8.2.d Utilizes appropriate terminology associated with aerobic activities.	PE.S.HS.9.2.d Evaluates the validity of commercial products and programs pertaining to aerobic and resistance training activities.
PE.S.HS.8.2.e Researches the benefits of aerobic activity as it pertains to a healthy adult lifestyle.	PE.S.HS.9.2.e Applies technology and social media as tools for supporting a healthy, active lifestyle.
PE.S.HS.8.2.f Evaluates the validity of commercial products and services focusing on aerobic activity and a healthy lifestyle.	PE.S.HS.9.2.f Creates a plan, trains for, and participates in a community event.
PE.S.HS.8.2.g Identifies and utilizes technology tools and social media resources that are effective for instruction and enhancement of specific aerobic training.	

Standard 3 -	
Responsible Behavior & Physical Activity Benefits	
Cross Training I	Cross Training II
<b>PE.S.HS.8.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>	<b>PE.S.HS.9.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</b>
PE.S.HS.8.3.a Exhibits etiquette, behavior, and respect for others while engaging in aerobic activity.	PE.S.HS.9.3.a Exhibits etiquette, respect for others, and teamwork while engaging in aerobic and resistance activities.
PE.S.HS.8.3.b Develops and maintains a portfolio including personal needs assessments, goal setting, and activity plans to improve and maintain aerobic fitness.	PE.S.HS.9.3.b Analyzes the health benefits of a self-selected aerobic activity.
PE.S.HS.8.3.c Selects and performs multiple aerobic activities which provide enjoyment.	PE.S.HS.9.3.c Applies best practices for participating safely in aerobic and resistance training activities.
PE.S.HS.8.3.d Chooses and performs at an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.	
PE.S.HS.8.3.e Analyzes the health benefits of a self-selected physical activity within aerobic training.	
PE.S.HS.8.3.f Differentiates between personal characteristics necessary to media portrayals of idealized body images and elite performance levels in relation to achieving and maintaining a healthy level of fitness.	

**9-12 Physical Education Matrix**  
**Athletic Training and Sports Injury & Athletic Training and Sports Injuries Internship**

<b>Athletic Training and Sports Injury</b>	<b>Athletic Training and Sports Injuries Internship</b>
<b>Standard 1 -</b>	<b>Standard 1-</b>
<b>PE.M.HS.AT.1 Explains the history, trends, and career pathways within the healthcare system. (HS.HS.6.1)</b>	<b>PE.M.HS.ATI.1 Analyzes information related to sports medicine fields. (HS.HS.10.1)</b>
PE.M.HS.AT.1.a Identifies the history of health care. (HS.HS.6.1.a)	PE.M.HS.ATI.1.a Identifies the careers that make up a sports medicine team. (HS.HS.10.1)
PE.M.HS.AT.1.b Describes the various healthcare career pathways. (HS.HS.6.1.c)	PE.M.HS.ATI.1.b Describes legal issues surrounding sports medicine. (HS.HS.10.1.a)
	PE.M.HS.ATI.1.c Describes how psychological factors influence sports, exercise, and physical activity. (HS.HS.10.1.b)

Athletic Training and Sports Injury	Athletic Training and Sports Injuries Internship
Standard 2-	Standard 2 -
PE.M.HS.AT.2 Applies technical skills of healthcare professions (HS.HS.6.4) and Applies healthcare regulations, policies, laws, and legislated rights of clients (HS.HS.4)	PE.M.HS.ATI.2 Explains injury prevention principles and performance enhancement philosophies (HS.HS.10.2)
PE.M.HS.AT.2.a Applies skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid. (HS.HS.6.4.e)	PE.M.HS.ATI.2.a Explains how proper conditioning, strength training, and body mechanics practices serve as preventive measures to various types of illness and injury. (HS.HS.10.2.a)
PE.M.HS.AT.2.b Explains standards for Health Insurance Portability and Accountability Act (HIPAA). (HS.HS.13.3.b)	PE.M.HS.ATI.2.b Explains non-pharmaceutical performance enhancement methods for controlling body movement during sports, exercise, and physical activity. (HS.HS.10.2.b)
PE.M.HS.AT.2.c Summarizes the Patient's Bill of Rights. (HS.HS.13.3.d)	



Athletic Training and Sports Injury	Athletic Training and Sports Injuries Internship
Standard 3 -	Standard 3 -
PE.M.HS.AT.3 Applies anatomical terms. (HS.HS.11.3)	PE.M.HS.ATI.3 Evaluates common and sports-specific injuries, injury management, and rehabilitation techniques. (HS.HS.10.4)
PE.M.HS.AT.3.a Identifies terms associated with the planes, cavities, and regions of the body. (HS.HS.11.3.a)	PE.M.HS.ATI.3.a Identifies sports-specific injuries and medical conditions affecting the musculoskeletal and nervous systems. (HS.HS.10.4.a)
PE.M.HS.AT.3.b Describes standard anatomical position as a reference point for identifying areas of the body and organs. (HS.HS.11.3.b)	PE.M.HS.ATI.3.b Demonstrates proper management of injuries and medical conditions with non-surgical interventions (i.e. bracing, taping). (HS.HS.10.4.b)
	PE.M.HS.ATI.3.c Analyzes therapeutic modalities for treatment and intervention. (HS.HS.10.4.c)

# Appendix

## PE Courses and Electives

### Introduction:

On the following page, the K-12 PE Courses and Electives list provides an overall course sequence and shows all required and elective courses offered to students in Millard Public Schools.

Weekly elementary physical education instruction is provided by PE teachers in all 25 Millard elementary schools. In the sixth, seventh, and eighth grades, all students take physical education with a PE teacher.

Students at the high school level have a variety of physical education classes they can select in order to fulfill the physical education graduation requirement. Additional PE courses may also be taken as electives.

### Recommendations:

The K-12 CPC spent a year completing research and participating in discussions focused on current course offerings, PE trends, best practices, assessments, technology, and resources while working with the Nebraska State PE Standards and Indicators and the National SHAPE America Standards and Indicators.

At the elementary level and middle school levels, discussions focused on continuing to offer varied physical education opportunities to best support all students while adding more lifetime fitness activities in anticipation of the new national standards that emphasize lifetime fitness.

At the high school level, discussions focused on offering more course choices to 9th graders and supporting the needs of all learners. Advanced Performance will be renamed Sports Performance. This revamped course will offer Millard athletes a more intense, sport-specific training and weight lifting course to enhance their sports performance. The aquatics courses were renamed to clearly indicate these are not beginning swimming courses.

- Advanced Performance will become *Sports Performance*
- Introduction to Aquatics will become *Aquatics I*
- Aquatics will become *Aquatics II*

**K-5 Instructional Materials**

<b>Grade Level/Course</b>	<b>Resource(s)</b>
<b>K-5 PE</b>	n/a

**6-8 Instructional Materials**

<b>Grade Level/Course</b>	<b>Resource(s)</b>
<b>PE 6</b>	n/a
<b>PE 7</b>	n/a
<b>PE 8</b>	n/a

**9-12 Instructional Materials**

<b>Grade Level/Course</b>	<b>Resource(s)</b>
<b>Sport Skills and Fitness</b>	n/a
<b>Cross Training I</b>	<i>Fitness for Life</i> , 7th edition (2022)
<b>Cross Training II</b>	<i>Fitness for Life</i> , 7th edition (2022)
<b>Lifetime Fitness</b>	<i>Fitness for Life</i> , 7th edition (2022)
<b>Weight Training and Conditioning I</b>	n/a
<b>Weight Training and Conditioning II</b>	n/a
<b>Aquatics I</b>	The American Red Cross <i>First Aid/CPR/AED Participant's Manual</i> , <i>CPR/AED for Professional Rescuers: Participant's Handbook</i> , and <i>Swimming and Water Safety Manual</i>
<b>Lifeguard Training</b>	American Red Cross <i>Lifeguarding Manual</i>
<b>Aquatics II</b>	The American Red Cross <i>First Aid/CPR/AED Participant's Manual</i> , <i>CPR/AED for Professional Rescuers: Participant's Handbook</i> , and <i>Swimming and Water Safety Manual</i>
<b>Athletic Training and Sports Injury</b>	The American Red Cross <i>First Aid/CPR/AED Participant's Manual</i> and <i>Introduction to Sports Medicine and Athletic Training</i> , 3rd edition (2019)
<b>Athletic Training and</b>	The American Red Cross <i>CPR/AED for Professional Rescuers:</i>

<b>Sports Injuries Internship</b>	<i>Participant's Handbook, Athletic Taping, Bracing, and Casting</i> , 4th edition (2019), and <i>Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice</i> , 18th Ed. (2024)
<b>Sports Performance</b>	n/a
<b>Sport Officiating</b>	National Federation of State High School Associations (NFHS) <b>Rule Books</b> and <b>Game Officials Manuals</b> for volleyball, baseball, softball, basketball, football, and soccer.

### **Middle School Course Descriptions:**

**Physical Education 6:** The sixth grade physical education program is co-educational and provides students opportunities to demonstrate the knowledge and skills necessary to maintain lifelong participation in exercise. The course meets on alternate days or alternate hexters. Sixth grade physical education emphasizes continued development of skills and lead-up games in a variety of lifetime activities with a concentration on team activities, individual activities, and physical fitness.

**Prerequisites:** None

**Physical Education 7:** The seventh grade physical education program is co-educational and is designed to provide students with a variety of opportunities to continue demonstrating knowledge and skills, while participating in team and individual activities. The course meets on alternate days or alternate hexters. The purpose of the seventh grade program is to provide students with continued opportunities to develop skills and individual fitness through exercise.

**Prerequisites:** None

**Physical Education 8:** The eighth grade physical education program is co-educational and is designed to expand students' knowledge by demonstrating competency, while participating in team and individual activities with a concentration on individual fitness and exercise. The course meets on alternate days or alternate hexters. This program emphasizes application of skills and sport knowledge through modified game participation.

**Prerequisites:** None

### **High School Course Descriptions:**

#### **0800 SPORT SKILLS AND FITNESS**

**9-12**

**5 Credits**

Description: Students will engage in lifelong individual and team activities while learning about the importance of fitness, nutrition, and exercise. Class activities last between five to ten class periods. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- |                 |   |
|-----------------|---|
| 1. Basketball   | 7. Cooperative Games/Team Building        |
| 2. Badminton    | 8. Softball                               |
| 3. Volleyball   | 9. Football                               |
| 4. Soccer       | 10. Fitness Knowledge/Physical Assessment |
| 5. Floor Hockey | 11. Pickleball                            |
| 6. Tennis       |   |

#### **0801 CROSS TRAINING I**

**9-12**

**5 Credits**

Description: Students will learn about nutrition and fitness lifestyle concepts, while participating in aerobic/anaerobic exercise. These activities use continuous movement for a determined amount of time. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- |                                    |                                 |
|------------------------------------|---------------------------------|
| 1. Muscular Strength and Endurance | 4. Flexibility                  |
| 2. Cardiorespiratory Endurance     | 5. Literature in Healthy Living |

## 3. Skill-related Fitness

## 6. Movement Patterns

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic activities (Pending instructor American Red Cross certification and pool availability)

**0802 CROSS TRAINING II****9-12****5 Credits**

Description: Students will build and expand their knowledge from the learning experiences gained in Cross Training I. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Cross Training I. Cross Training II may be repeated for PE credit.

Activities:

- |                                    |                                 |
|------------------------------------|---------------------------------|
| 1. Muscular Strength and Endurance | 4. Flexibility                  |
| 2. Cardiorespiratory Endurance     | 5. Literature in Healthy Living |
| 3. Skill-related Fitness           | 6. Movement Patterns            |

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic activities (Pending instructor American Red Cross certification and pool availability)

**0803 LIFETIME FITNESS****11-12****5 Credits**

Description: Each student will develop a personal fitness and wellness plan while learning skills necessary to participate in leisure activities. These experiences will make the student aware of the importance of nutrition and exercise in achieving a healthy lifestyle. Lifestyle fitness concepts will be taught in the classroom on an alternating basis, along with lifetime sport activities. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- |                     |   |
|---------------------|---|
| 1. Badminton        | 8. Softball                               |
| 2. Tennis           | 9. Wellness Activities                    |
| 3. Fitness Exercise | 10. Pickleball                            |
| 4. Soccer           | 11. Flag Football/Ultimate Football       |
| 5. Ultimate Frisbee | 12. Fitness Knowledge/Physical Assessment |
| 6. Basketball       | 13. Nutrition                             |
| 7. Volleyball       | 14. Table Tennis                          |

Optional Enrichment Activities: Off-campus experiences only with permission from the building principal

- |  |                    |
|--|--------------------|
| 1. Frisbee Golf  | 7. Bowling         |
| 2. Roller Skating/Laser Runner   | 8. Roller Hockey   |
| 3. Floor Hockey  | 9. Ice Skating     |
| 4. Rock Climbing/Rappelling  | 10. Batting Cages  |
| 5. Fitness/Health Centers/Weight Room  | 11. Guest Speakers |
| 6. Swimming/Aquatic activities (Pending instructor American Red Cross certification and pool availability) |                    |

**0805 WEIGHT TRAINING AND CONDITIONING I****9-12****5 Credits**

Description: Students will be introduced to weight training. Emphasis will be placed on safety, introduction of proper lifting techniques, establishing workout routines and record keeping while lifting appropriate loads and doing conditioning activities. Both free weights and universal gym weights will be used. This course fulfills the Physical Education Graduation Requirement. Prerequisites: None

Activities:

- |  |   |
|--|---|
| 1. Weight lifting exercises                  | 6. Free weights and universal gym weights |
| 2. Proper lifting techniques                 | 7. Conditioning activities                |
| 3. Workout routines                          | 8. Fitness Knowledge/Physical Assessment  |
| 4. Physiological and kinesiological concepts | 9. Nutrition                              |
| 5. Weight training principles                |   |

### **0806 WEIGHT TRAINING AND CONDITIONING II**

**9-12**

**5 Credits**

Description: Students will expand on learning experiences gained from Weight Training & Conditioning I. Students will be introduced to advanced weight training. Emphasis will be placed on safety, improving proper lifting techniques, developing, assessing, and selecting advanced workout routines and record keeping while lifting appropriate loads and doing conditioning activities. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Weight Training & Conditioning I. Weight Training & Conditioning II may be repeated for PE credit.

Activities:

- |  |   |
|--|---|
| 1. Advanced weight lifting exercises         | 6. Free weights and universal gym weights |
| 2. Proper lifting techniques                 | 7. Conditioning activities                |
| 3. Advanced workout routines                 | 8. Fitness Knowledge/Physical Assessment  |
| 4. Physiological and kinesiological concepts | 9. Nutrition                              |
| 5. Advanced weight training principles       |   |

### **0808 AQUATICS I**

**9-12**

**5 Credits**

Description: Students who are novice swimmers will further develop basic swimming strokes and water safety skills. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Each student is required to furnish their own towel and swimsuit. They should have the ability to dive into deep water. Students should be able to swim the length of the pool non-stop using freestyle, back, and rescue strokes.

Activities:

- |                                      |                   |
|--------------------------------------|-------------------|
| 1. Basic Water Safety Skills         | 4. Water Sports   |
| 2. Basic Swimming Strokes and Skills | 5. Water Aerobics |
| 3. Community Water Safety            |                   |

### **0809 LIFEGUARD TRAINING**

**10-12**

**5 Credits**

Description: Students who are advanced swimmers will follow the program designed by the American Red Cross. Students who successfully complete this class may qualify to receive the Red Cross Certification in Lifeguard Training, First Aid & CPR for the Professional Rescuer. This course fulfills the Physical Education Graduation Requirement.



Prerequisites: Aquatics II. Each student is required to furnish their own towel, swim suit, and CPR mouth guard (BOE Rule 6750.1); be 15 years of age on or before the beginning of the course, and complete both of the following physical evaluations:

1. Jump into the water and totally submerge, resurface then swim 150 yards using the front crawl, breaststroke, or a combination of both. Swimming on the back or side is not permitted. Swim goggles are allowed. Maintain position at the surface of the water for two minutes by treading water using only the legs. Swim 50 yards using the front crawl, breaststroke, or a combination of both.
2. Students also need to complete a timed event within 1 minute and 40 seconds. Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed. Surface dive (feet-first or head-first) to a depth of 7 to 10 feet to retrieve a 10-pound object. Return to the surface and swim 20 yards on the back to return to the starting point, holding the object at the surface with both hands and keeping the face at or near the surface. Exit the water without using a ladder or steps.

Activities:

- |                       |                      |
|-----------------------|----------------------|
| 1. Advanced Swimming  | 3. Water Safety      |
| 2. Lifeguard Training | 4. First Aid and CPR |

## **0810 AQUATICS II**

**9-12**

**5 Credits**

Description: Students who are advanced swimmers will learn the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics, and fitness concepts. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Students must be able to swim continuously using the crawl stroke, backstroke, and breaststroke in any combination. Students are required to furnish their own towels and swimsuits. Aquatics II may be repeated for PE credit.

Activities:

- |                                |                           |
|--------------------------------|---------------------------|
| 1. Fitness Programming         | 5. Water Aerobics         |
| 2. Training Concepts           | 6. Community Water Safety |
| 3. Hydrodynamic Concepts       | 7. Community CPR          |
| 4. Fitness Swimming Activities |                           |

## **0814 ATHLETIC TRAINING AND SPORTS INJURY**

**9-12**

**5 Credits**

Description: Students will learn about athletic training and the health care of the athlete. The primary focus of study will revolve around the prevention, recognition, treatment, and rehabilitation of injuries caused during physical activity or athletics. Basic knowledge of anatomy and physiology, emergency first aid, and the discussion of a variety of athletic injuries will be discussed in the traditional classroom format. In addition, students will gain hands-on experience in laboratory activities that include taping techniques, splinting methods, the use and principles of common modalities used to treat athletic injuries, as well as basic principles applied in the rehabilitation of injuries. This course is for elective credit only and does not fulfill the 15 credit Physical Education Graduation Requirement.

Prerequisites: None

**0815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP      11-12   10 Credits**

Description: The Athletic Training and Sports Injuries Internship is designed as a mutually beneficial experience for Millard Athletic Training students and the high school. Athletic Training students volunteer their athletic training and first aid skills as support to a variety of sports activities. This coordination would take place with the head athletic trainer and various sports teams/organizations. The experience would enhance the athletic training students' skills while providing an important health care service. Students will be required to complete 80 hours of community service (within and/or out of school.) This course may be offered for Dual Enrollment (college credit) through UNO. This course is for elective credit only and does not fulfill the 15 credit Physical Education Graduation Requirement.

Prerequisites: Athletic Training and Sports Injury; students are required to be actively involved in the Student Athletic Trainer program while enrolled in this course.

**0816 SPORTS PERFORMANCE      10- 12      5 Credits**

Description: Student athletes who are involved in a current Nebraska School Activities Association (NSAA) sanctioned sport offered through Millard Public Schools, or students with instructor approval, may take this class to improve their strength, agility, flexibility, and mental performance for their particular sport(s).

Registration is limited and determined by availability of space and coaching staff. Students will also participate in the Physical Assessment. This course fulfills the Physical Education Graduation Requirement. Sports Performance may be repeated for PE credit.

Prerequisites: Weight Training and Conditioning II

**0817 SPORT OFFICIATING      9-12      5 Credits**

Description: Students will gain the knowledge and experience necessary to become an official in a variety of major sports including, but not limited to, basketball, football, volleyball, baseball, softball, and soccer.

Coursework will include classroom activities, exercise, field experiences, guest speakers, and video lessons. Upon successful completion of this course, students interested in employment with youth organizations or the NSAA may pursue these activities at their own discretion. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of agreement between Millard Public Schools and Millard Public Schools Foundation

**Meeting Date:** April 14, 2025

**Background/  
Description:** This lease agreement would allow the Millard Public Schools Foundation to use and develop Lot 1, Millard Public Schools 210 & Q Campus (Horizon) site for future activity facility projects as outlined in the agreement.

**Action Desired:** Approve agreement between Millard Public Schools and Millard Public Schools Foundation and authorize the Executive Director of Activities, Athletics and External Engagement to execute all documents related to such agreement.

**Policy /  
Strategic Plan  
Reference:**

**Responsible  
Person(s):** Chad Zimmerman and Dr. John Schwartz

**Superintendent's  
Signature:**

A handwritten signature in black ink that reads "John Schwartz". The signature is written in a cursive, flowing style.

## DISTRICT LEASE AGREEMENT

THIS AGREEMENT is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2025 (“Effective Date”), by and between Douglas County School District No. 17, a.k.a. the Millard Public School District, a Nebraska political subdivision (hereinafter the “District”) and the Millard Public Schools Foundation, a Nebraska non-profit corporation (hereinafter the “Foundation”). The District and Foundation are sometimes referred to hereinafter individually as a “Party” and collectively as the “Parties.”

### WITNESSETH:

WHEREAS, the District operates a public-school system consisting of twenty-five (25) elementary school buildings, five (5) middle school buildings, three (3) high school buildings, an alternative school building, and three (3) administrative buildings all within Douglas County School District No. 17, a.k.a. Millard Public School District; and

WHEREAS, the District has determined that it is in the best interest of the District, its students, and the community within the District to facilitate and permit the construction and development of new student, youth and community activity facilities; and

WHEREAS, the District has identified benefits for its students and community by allowing access to new activity facilities and the District has identified its property located generally at 208th and Q Streets as the selected site for such facilities (the “Site,” more specifically identified in Exhibit “A” to this Agreement); and

WHEREAS, in order to defray the cost of such construction and renovations of such activity facilities on the Site, the District has determined that it is beneficial to establish a cooperative effort with the Foundation to lease the Site to the Foundation and allow the Foundation to design, construct, furnish, and otherwise develop activity facilities on the Site; and

WHEREAS, the Foundation desires to increase its ability to serve community members, including those youth who are students of the District; and

NOW THEREFORE, in consideration of the mutual covenants herein contained and for the good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

## ARTICLE 1 LEASE AGREEMENT

### 1.01 Lease of the Site.

- (a) By entering into this Agreement, the District agrees to lease the Site specifically identified in Exhibit “A” to the Foundation from \_\_\_\_\_, \_\_\_, 2025, through \_\_\_\_\_, \_\_\_ 2075 (the “Lease Term”). During the Lease Term, the District shall continue to own the Site but allow the Foundation and its directors, staff, and invitees access to the Site.

(b) During each calendar year of the Lease Term, the Foundation shall pay to the District the annual rent of \$1.00. Rent shall be due by the 31<sup>st</sup> day of December of each calendar year. If the Foundation fails to timely pay rent, the District shall notify the Foundation in writing and allow the Foundation five business days to remit rent. If, after five business days, the Foundation fails to remit rent to the District, the District may elect to terminate the Lease with no penalty to the District.

(c) During the Lease Term, the Foundation shall be permitted to use the Site as the Foundation deems appropriate, including to construct buildings, including activity facilities, and make other improvements or developments on the Site as herein provided. The Foundation will coordinate with the District on the plan design, construction, and development of buildings and facilities on the site. The Foundation, in consultation with the District's Superintendent or designee, will direct the design, construction, development, and implementation of the Site during the Lease Term. Notwithstanding anything to the contrary herein, the Foundation shall not use the Site or permit the Site to be used for any unlawful purposes. If the District has concerns that the Foundation is not using the Site in an appropriate manner, the District and Foundation shall meet to discuss their concerns and shall find a mutually agreeable resolution.

(d) All costs and expenses of any construction or development on the Site (including design fees, construction costs, grading and development, materials and labor, and the like) shall be the sole responsibility of the Foundation and the District shall have no obligation to contribute or pay for any amounts related to the Site, unless the Parties otherwise agree in writing. The parties to this Agreement acknowledge that third party financial support is necessary for the Foundation to meet its financial obligations under this Agreement. Accordingly, District agrees that the Foundation shall be allowed to sell advertising and naming rights to the facilities and buildings located on the site. Such advertising may be displayed inside, outside, or adjacent to the Foundation Facilities on the site. The Foundation may place one or more signs on the site at locations approved in advance by District, identifying the Foundation's buildings and/or facilities, provided that such signage does not require the removal of any District Building signage due to limitations placed on the building pursuant to Omaha Planning and Zoning ordinances.

The District may, from time to time, promulgate policies, rules and regulations regarding the District's buildings and facilities and its real property. The Foundation and its employees, agents, invitees, and licensees shall comply with all such policies, rules and regulations as are so promulgated, provided, however, that no such rule or regulation shall apply to the Foundation's advertising, use, naming, or signage on or in buildings and facilities owned by the Foundation.

(e) The Foundation will oversee and determine any construction on the Site. The Foundation will keep the District reasonably informed of the plans for the Site and progress of construction.

(f) The Foundation will be responsible for obtaining Builder's Risk Insurance for any development, construction, or major renovation activities on the Site, the Foundation shall secure builder's risk insurance to protect against all risks of physical loss or damage during the construction phase. This insurance shall remain in effect until completion of construction and acceptance by the

Foundation and District. The builder's risk insurance shall cover the total completed value of the project, including labor, materials, equipment, and supplies

(g) Throughout the Lease Term, the Foundation shall, at its own expense, procure and maintain property insurance for the site and all facilities, equipment, trade fixtures, personal property, and any other items owned, installed, or maintained by the Foundation on the Premises. This insurance requirement shall remain in effect at all times during the Lease Term and shall cover all potential risks of physical loss or damage. The Foundation shall obtain "all-risk" or "special form" property insurance covering all facilities and structures located on the Premises. Coverage shall be on a replacement cost basis, ensuring sufficient limits to replace or restore the insured property to its original condition in the event of damage or destruction. The Foundation shall obtain insurance coverage for all personal property, including furnishings, office equipment, technology, inventory, and any other items owned by or in the possession of the Foundation located on the Premises. This insurance shall cover the full replacement cost of such personal property in the event of loss, theft, or damage. This provision will be reviewed by the Foundation and District every five years during the term of this lease.

(h) During the Lease Term, the District will allow the Foundation reasonable access to any adjoining property for access to the Site, including the parking field adjacent to the Site provided that such access does not interfere with the educational programs of the District. The District shall work with the Foundation and City of Omaha to coordinate and approve any parking-related planning and installation. All costs for such parking-related planning and installation shall be the obligation and responsibility of the Foundation. The District shall have no obligation to pay for or maintain any additional parking on the Site during the Lease Term.

(i) During the Lease Term, no other Agreement between the Parties shall preempt or override this Agreement, unless otherwise agreed to in writing by both Parties. Any existing agreement or understanding between the Parties shall continue in full force and effect unless such agreement or understanding specifically contradicts any provision of this Agreement.

## **ARTICLE 2 USE OF SITE**

### 2.01 Use of the Facilities on Site.

(a) The Foundation, after consultation and approval by the District's Superintendent or designee shall have the discretion to determine how any facilities, buildings, or areas of the Site are used during the Lease Term. The Foundation's discretion shall, after approval by the District's Superintendent or designee, include the ability to secure naming rights, advertisements, signage, and the like on the Site or in any facilities on the Site. The Foundation and District shall work collaboratively to ensure that the District has reasonable access to the Site. Aside from the times that the District plans to access the Site, the Foundation shall determine the scheduling and access to the Site during the Lease Term. The Foundation agrees to keep the District reasonably informed of planned events and scheduling to ensure that the District is aware of such events and any potential scheduling conflicts. It is the intent of both Parties to work collaboratively to schedule (1) events or practices at the Site for District-sponsored extra-curricular activities before and after the

school day; (2) activities or field-day events at the Site during the school day; and (3) any other events or activities identified by the District. If a conflict or concern arises regarding the scheduling of District events or activities and non-District events or activities at the Site, the Foundation's Chief Executive Officer or designee shall meet with the District's Superintendent or designee to resolve any such concerns or conflicts. In addition, the Foundation may, after consultation with the District's Superintendent or designee, lease space on the Site to third party entities or organizations.

(b) The Foundation shall be solely responsible for the costs and expenses of operating any facilities, buildings, or areas on the Site during the Lease Term. The Foundation's obligations shall include all day-to-day operations (including maintenance, cleaning, utilities, Internet, supervision, staff, and the like) and long-term commitments (such as building upkeep, repairs, replacement of equipment, and the like). The Foundation shall also be entitled to collect and keep any revenues generated from the Site, including admission fees, concessions, registration fees, naming rights, advertisements, signage, and the like on the Site. The District shall have no obligation to contribute or any right to collect any amounts related to the Foundation's use of the Site, unless otherwise agreed by both Parties. It is the intent of both Parties that the Foundation's revenues collected through the operation of the facilities, buildings, or areas on the Site during the Lease Term will equal or exceed the Foundation's expenses incurred to operate the same. It is the Parties' further intent that the revenues generated from the Foundation's operations to ultimately benefit the District; however, there shall be no obligation of the Foundation to contribute any amount or percentage to the District in any year under this Agreement.

(c) If the District has concerns about the Foundation's operation of the Site, the District and Foundation agree to meet in good faith to resolve such concerns. If the Parties are unable to reach a good faith resolution, then both Parties agree to submit to mediation within 30 days from the meeting date to find a mutually agreeable solution to the concern.

(d) Upon reasonable request, the Foundation shall allow the District access to the Site and any facilities. The Foundation shall reserve the right to impose reasonable fees or terms for the District's use of the Site, when approved in advance by the District's Superintendent or designee. The District agrees to pay those reasonable fees and comply with the Foundation's terms when the District uses the Site or a portion thereof.

(e) If, during the Lease Term, all or a material portion of any buildings or facilities on the Site are destroyed by fire or other casualty, or in the event a material portion of such buildings or facilities are damaged by any such cause to the extent that the damages cannot be repaired and instead such portion of the buildings or facilities must be rebuilt, the Foundation shall determine whether such portion of the buildings or facilities can and will be rebuilt with the use of the casualty insurance proceeds. In the event the Foundation determines to rebuild such buildings or facilities, then this Agreement shall not be terminated. In the event the Foundation determines that such buildings or facilities will not be rebuilt, then the Agreement shall be terminated, and will be deemed terminated as of the date of such fire or casualty. The Foundation agrees that, in the event of any insured, uninsured or underinsured loss or damage, the Foundation shall bear all associated costs to the affected property for demolition and debris removal following such loss. Such determination shall be made within sixty (60) days after such damage occurs or otherwise agreed to by both Parties. If such notice is not given to the District by the Foundation, then this Agreement shall not terminate.

**2.02 Personal Property at Risk of the Foundation.** All personal property of the Foundation in the buildings or facilities on the Site shall be at the risk of the Foundation only. The District shall not be liable for any damage to any property of the Foundation in the buildings or facilities caused by any reason whatsoever, including, without limitation, fire, theft, steam, electricity, sewage, gas or odors, or from water, rain, ice, or snow which may leak into, or flow into the buildings or facilities from any part of the Site, unless caused by the gross negligence or the intentional act or omission of the District or its employees, agents, representatives, contractors, invitees or licensees.

**2.03 Foundation Insurance.** The Foundation shall procure and maintain, at its own cost and expense, property and casualty insurance in commercially reasonable amounts to cover the Site and any developments, structures, or improvements constructed or maintained on the Site. The insurance specified herein shall be reviewed at least annually and adjusted as needed during the term of this Agreement with applicable limits and coverages as determined by the Foundation's insurance consultant. Failure to maintain the required insurance shall be considered an event of default under this Agreement. Such insurance shall be maintained throughout the Lease Term and shall include, but not be limited to, the following minimum coverages:

a. **Property Insurance:** The Foundation shall obtain and maintain "all-risk" or "special form" property insurance to cover any potential physical loss or damage to the Site and all structures or improvements located on it. This coverage shall provide replacement cost coverage sufficient to rebuild or restore the insured property to its original condition in the event of loss or damage.

b. **Commercial General Liability Insurance:** The Foundation shall maintain commercial general liability insurance to protect against claims of bodily injury, personal injury, and property damage arising from activities, operations, or occurrences on the Site. This policy shall have minimum coverage limits of \$1,000,000 per occurrence and \$2,000,000 in aggregate and shall name the District as an additional insured to protect the District's interest in the Site.

c. **Umbrella Liability:** The Foundation shall maintain an umbrella policy to protect against claims of bodily injury, personal injury, and property damage arising from activities, operations, or occurrences on the Site. This policy shall have minimum limit of \$4,000,000 and provide coverage excess of the general liability, automobile and employers liability; and shall name the District as an additional insured to protect the District's interest in the Site.

d. **Workers Compensation:** The Lessee shall obtain and maintain, at its own expense, Workers' Compensation Insurance in compliance with all applicable federal, state, and local laws for the entire Lease Term. This coverage shall apply to all employees of the Lessee who are engaged in any activities on or related to the Premises, regardless of whether such activities are directly related to the Lessee's primary business operations.

e. **Employers Liability:** In addition to Workers' Compensation coverage, the Lessee shall maintain Employers' Liability Insurance with minimum limits of \$1,000,000 per accident, \$1,000,000 per employee for disease, and \$1,000,000 policy limit for disease. This coverage shall apply to all employees working on or about the Premises.

f. **Evidence of Insurance:** Upon execution of this Lease and annually thereafter, or upon the District's reasonable request, the Foundation shall provide the District with certificates of insurance evidencing compliance with the insurance requirements outlined in this section. Each certificate shall include a provision that policies shall not be canceled, non-renewed, or materially modified without at least thirty (30) days' prior written notice to the District. By executing this Agreement, the Foundation authorizes the Foundation's insurance agent to communicate directly with the District about the Foundation's insurance coverage to ensure that the Foundation's insurance coverage is acceptable to the District.



g. **Primary and Non-Contributory:** The Foundation's insurance coverage shall be considered primary and non-contributory with respect to any insurance carried by the District, ensuring that the Foundation's insurance responds first to any covered loss.

h. **Waiver of Subrogation:** All policies maintained by the Foundation, including property and builder's risk insurance, shall include a waiver of subrogation in favor of the District, to the extent permitted by law, such that the insurer agrees not to seek recovery from the District for losses paid under the policy.

#### 2.04 Indemnification.

(a) The District hereby agrees to indemnify and hold harmless the Foundation and its directors, officers, employees, agents, representatives, invitees, and licensee from and against any and all claims, actions, damages, liabilities, costs, and expenses, including reasonable attorneys' fees (collectively, "Claims") that (i) arise from or are in connection with District's use, ownership, or control of the Site or any portion thereof; (ii) arise from or in connection with any act or omission of the District or its employees, agents, representatives, invitees or licensees; (iii) result from any default, breach, violation or non-performance of this Agreement or any provision hereof by District; or (iv) results from injury to person or property or loss of life sustained at the Site, except to the extent caused by the gross negligence or intentional acts or omissions of the Foundation or its directors, officers, employees, agents, representatives, invitees or licensees. The District shall, at its own cost and expense, defend any and all actions, suits and proceedings which may be brought against the Foundation and its directors, officers, employees, agents, representatives, invitees or licensees with respect to the foregoing. The District shall pay, satisfy and discharge any and all judgments, orders and decrees which may be received against the Foundation or any such directors, officers, employees, agents, representatives, invitees or licensees in connection with the foregoing. In the event the Foundation shall, without fault, be made a party to any litigation commenced by or against District, or if the Foundation or any such party shall, in its sole discretion, intervene in such litigation to protect its interest hereunder.

(b) The Foundation hereby agrees to indemnify and hold harmless the District and its employees, agents, representatives, invitees, and licensees from and against any and all Claims that (i) arise from or are in connection with the Foundation's use, operation, management, repair, maintenance or control of the Site or any portion thereof; (ii) arise from or in connection with any act or omission of the Foundation or its directors, officers, employees, coaches, trainers, agents, representatives, invitees or licensees; (iii) result from any default, breach, violation or non-performance of this Agreement or any provision hereof by the Foundation; or (iv) results from injury to person or property or loss of life sustained at the Site, except to the extent caused by the gross negligence or intentional acts or omissions of the District or its employees, students, agents, representatives, invitees or licensees. The Foundation shall, at its own cost and expense, defend any and all actions, suits and proceedings which may be brought against the District and its employees, agents, representatives, invitees or licensees with respect to the foregoing. The Foundation shall pay, satisfy and discharge any and all judgments, orders and decrees which may be received against the District or any such employees, agents, representatives, invitees or licensees in connection with the foregoing. In the event the District shall, without fault, be made a

party to any litigation commenced by or against the Foundation, or if the District or any such party shall, in its sole discretion, intervene in such litigation to protect its interest hereunder.

2.05 Bankruptcy. In the event (i) the Foundation files a petition in bankruptcy or insolvency or for reorganization under any bankruptcy act, or voluntarily takes advantage of any such act by answer or otherwise, or makes an assignment for the benefit of creditors or (ii) if involuntary proceeds under any bankruptcy or insolvency act shall be instituted against the Foundation, or if a receiver or trustee shall be appointed of all or substantially all of the property of the Foundation, and such proceedings are not dismissed or the receivership or trusteeship vacated within thirty (30) days after the institute or appointment, then this Agreement shall and all rights of the Foundation hereunder shall immediately terminate, unless otherwise agreed to in writing by both Parties. In the event of a termination as provided herein, the District also shall have all remedies allowed to the District pursuant to other provisions of this agreement.

2.06 Assignment. Neither Party may assign this Agreement, in whole or in part, nor allow any other entity to operate and manage any facilities, buildings, or other part of the Site, nor any portion thereof, nor shall this Agreement be transferred by operation of law or otherwise, without the prior written consent of the other Party. Any permitted assignment or transfer shall not relieve the transferring Party of their obligations hereunder. Notwithstanding anything to the contrary in this Paragraph 2.06, the Foundation, with the approval of the District's Superintendent or designee, may contract with a third party or third parties to operate the Site or a portion thereof. If the Foundation intends to contract with a third party or third parties, the Foundation shall notify the District in writing at least ten days before the third party begins contracted work on the Site.

2.07 Default. In the event the Foundation: (a) entirely discontinues its operation of the Site for a period of six (6) consecutive months, (b) fails to adequately maintain the Site in accordance with applicable law and regulations for a period of six (6) consecutive months, or (c) if any other default is made by the Foundation in the performance of any of the covenants and agreements herein contained, and the Foundation fails to cure any such default within sixty (60) days after receiving written notice thereof (or if, for any reason outside the control of the Foundation, such default cannot be cured within said 60-day period, provided that the Foundation has commenced such cure and continues to diligently prosecute the same to completion, such reasonable additional time, which in any event shall not exceed an additional 60-day period without the prior written consent of the District), which notice shall specifically identify the alleged default, the District shall have the right, at any time thereafter, to declare the Foundation to be in default and terminate this Agreement for cause, and may re-enter the Site and retake possession thereof, without prejudice, to any remedies which the District may have according to law. In the event of any default on the part of the Foundation and declaration by the District that this Agreement is terminated for cause, the District shall have the right to exercise any other right or remedy that it has, according to law. Temporary discontinuance of the operation of the Site due to damage by casualty or force majeure event or as necessary to accommodate repairs and renovations shall not be considered a default under this Agreement.

2.08 Self-Help. In the event the Foundation shall fail, refuse or neglect to perform any duty or obligation specified in this Agreement, and such non-performance continues after thirty (30) days' written notice thereof by the District to the Foundation, the District may, but shall not be obligated to, perform such obligation, and the cost thereof shall be reimbursed by the Foundation immediately upon demand by District. If such failure or refusal to perform creates a condition that endangers

people or property at the Site, the District shall not be required to provide such notice before electing to perform such obligation. The performance of any such obligation by the District shall not be deemed a cure of the default under the provisions of Section 2.07. This remedy shall be in addition to any other remedy that the District may have in law or equity.

## 2.09 Termination.

(a) Definition of Cause. “Cause” means a termination due to (i) a material breach by either Party of the terms and conditions of this Agreement (beyond any required notice and cure period), including those reasons set forth in Paragraphs 1.01(b), 2.03, 2.05, and 2.07; (ii) a violation of law, safety code, or regulation by either Party with notice to the other Party and an opportunity for the other Party to cure such noncompliance; and/or (iii) the Foundation electing not to rebuild any destroyed buildings or facilities, or any material portion thereof, pursuant to Section 2.01(e) during the Lease Term.

(b) Definition of Termination Payment. “Termination Payment” means an amount equal to a percentage of the actual costs paid by the Foundation in constructing and furnishing equipment for any building, facilities, or construction project on the Site, including the costs of construction, design, engineering, capital improvement, costs and expenses and equipment paid for by the Foundation (hereinafter “Construction Costs”) as follows:

- (1) From the final completion date of any facility or building construction and for five years thereafter– 100% of Construction Costs;
- (2) From the start of sixth year after the final completion to the end of the 10th year – 85% of Construction Costs plus any capital project expenditures incurred by the Foundation for improvements, additions, alterations, and renovations made between the final completion to the end of the 10th year;
- (3) From the start of the 11th year to the end of the 15th year – 70% of Construction Costs plus any capital project expenditures incurred by the Foundation for improvements, additions, alterations, and renovations made in the ten years prior to termination;
- (4) From the start of the 16th year to the end of the 20th year – 50% of Construction Costs plus any capital project expenditures incurred by the Foundation for improvements, additions, alterations, and renovations made in the ten years prior to termination;
- (5) From the start of the 20th year to the end of the 25th year – 40% of Construction Costs plus any capital project expenditures incurred by the Foundation for improvements, additions, alterations, and renovations made in the ten years prior to termination;
- (6) From the start of the 25th year to the end of the 50th year – 30% of Construction Costs plus any capital project expenditures incurred by the

Foundation for improvements, additions, alterations, and renovations made within the ten years prior to termination.

(c) Cost and Expense Reporting and Verification. Within sixty days after the final completion date(s) of any building, facility, or project on the Site, the Foundation shall send to the District the final completion date(s) and Construction Costs amount(s). The District shall then have thirty days to dispute the Construction Costs amount(s). If the District disputes the Construction Costs amount(s), the District and Foundation shall meet within fourteen days to agree upon the Construction Costs amount(s). If the District does not dispute the Construction Costs amount(s), then the Foundation's submission of the Construction Costs amount(s) shall be the final Construction Costs amount(s) and shall be the amount(s) used under this Agreement. This Paragraph shall apply to the construction of any new building, facility, or project on the Site during the term of this Agreement, and the procedures outlined in this Paragraph shall occur for each such building, facility or project.

At least annually, the Foundation shall submit to the District any capital project expenditures incurred by the Foundation for improvements, additions, alterations, and renovations made to any facility, building, or project on the Site. The District shall then have thirty days to dispute the expenditure amount(s). If the District disputes the expenditure amount(s), or disputes whether such expenditures were reasonable and necessary, the District and Foundation shall meet within fourteen days to agree upon the expenditure amount(s). If the District does not dispute the expenditure amount(s), then the Foundation's submission of the expenditure amount(s) shall be the final expenditure amount(s) and shall be the amount(s) used under this Agreement.

(d) Termination by the District for Convenience. The District may terminate this Agreement without Cause by providing written notice thereof to the Foundation not less than thirty-six (36) months prior to the proposed termination date. Such notice shall specify the date that the Agreement will terminate. This Agreement shall thereafter expire on the date specified in the notice without further action by either Party. In the event that the District elects to terminate this Agreement without cause pursuant to this Section, the District shall pay to the Foundation a Termination Payment within 30 days of the effective termination date. Any property (other than personal property or equipment removed by the Foundation), including real property, remaining on the Site after the Agreement terminates shall transfer to the District and the Foundation shall execute any necessary documents to transfer ownership to the District.

(e) Termination by the District for Cause. The District may terminate this Agreement for Cause by providing written notice thereof to the Foundation and following the procedures set forth in Paragraph 2.07 of this Agreement. In the event that the District follows the procedures set forth in Paragraph 2.07 of this Agreement, and the Foundation fails or declines to cure any breach or basis to terminate (if applicable), and the District terminates this Agreement for Cause, then no Termination Payment shall be made to the Foundation by the District. Any property (other than personal property or equipment removed by the Foundation), including real property, remaining on the Site after the Agreement terminates shall transfer to the District and the Foundation shall execute any necessary documents to transfer ownership to the District.

(f) Termination by the Foundation for Convenience. The Foundation may terminate this Agreement without Cause by providing written notice to the District at least six (6) months prior to

the proposed termination date. Termination of this Agreement without cause by the Foundation shall not entitle the Foundation to any Termination Payment from District. Any property (other than personal property or equipment removed by the Foundation), including real property, remaining on the Site after the Agreement terminates shall transfer to the District and the Foundation shall execute any necessary documents to transfer ownership to the District.

(g) Termination by the Foundation for Cause. The Foundation may terminate this Agreement for Cause by providing written notice thereof to the District and following the procedures set forth in Paragraph 2.07 of this Agreement. In the event that the Foundation follows the procedures set forth in Paragraph 2.07 of this Agreement, and the District fails or declines to cure any breach or basis to terminate (if applicable), and the Foundation terminates this Agreement for Cause, then the District shall make a Termination Payment to the Foundation within thirty days of the effective termination date. Any property (other than personal property or equipment removed by the Foundation), including real property, remaining on the Site after the Agreement terminates shall transfer to the District and the Foundation shall execute any necessary documents to transfer ownership to the District.

(h) Early Exit Option. Notwithstanding any other provision or term in this Paragraph 2.09, within six months after the Effective Date of this Agreement, either Party may immediately terminate this Agreement if either Party deems the underlying project as no longer feasible or no longer worth pursuing. Upon either Party's notice of termination to the other Party, neither Party shall be entitled to pay any amount or reimbursement to the other Party, unless otherwise agreed in writing. The Parties may mutually agree in writing to extend this "Early Exit Option" if any governmental or regulatory process lasts longer than six months, or for any other reason agreed to in writing.

(i) No termination payment shall be paid to the Foundation at the end of the term of this Agreement, unless the Parties otherwise agree in writing. At the end of the term of this Agreement, ownership of all such building and facilities shall transfer to the District and the Foundation shall execute any documents necessary to effectuate such a transfer.

The provisions of this Section 2.09 shall survive expiration or termination of this Agreement.

### **ARTICLE 3 MISCELLANEOUS**

#### 3.01 Dispute Resolution.

(a) Negotiations. In the event of any dispute between the Foundation and the District, the Parties will promptly and in good faith attempt to resolve such dispute through negotiations. The appropriate representative(s) with authority to resolve the dispute for each Party will meet as soon as reasonably possible to attempt in mutual good faith to resolve the dispute. If the Parties are unable to resolve the dispute within thirty (30) days after either the Foundation or the District sends a written notice to the other Party specifying in detail the nature of the dispute, then the Parties may submit the dispute to mediation as agreed to by the parties.

(b) Judicial Resolution. If there is a failure to resolve a dispute after Mediation, either Party may initiate appropriate proceedings to obtain a judicial resolution of the dispute with the District Court of Douglas County, Nebraska.

3.02 Relationship. Nothing contained in this Agreement shall be deemed or construed by the Parties hereto, nor by any third party, as creating the relationship of principal and agent or of partnership or of joint venture between the Parties, it being understood and agreed that no provision contained herein, nor any act of the Parties, shall be deemed to create any relationship between the Parties hereto other than the contractual relationship of the District and the Foundation as set forth herein.

3.03 Entire Agreement. The District and the Foundation hereby agree that this Agreement, along with all Exhibits and attachments hereto, embodies the entire agreement between the Parties and that there are no other agreements, written or verbal, between the Parties hereto.

3.04 Binding Effect. The words “District” and “the Foundation” shall be taken to include and be binding upon the Parties hereto and their respective heirs, executors, administrators, successors, and permitted assigns, and shall be taken in the plural sense, whenever the context requires, and all pronouns used herein and referring to said parties shall be construed accordingly, regardless either of the number or gender thereof. The provisions herein shall be binding upon the Parties hereto and shall bind and inure to the benefit of the legal representatives, heirs, successors, and permitted assigns of the Parties respectively.

3.05 Amendment. This Agreement may be amended or modified only by written instrument executed by both the District and the Foundation.

3.06 Governing Law. This Agreement shall be governed, construed, and enforced in accordance with the laws of the state of Nebraska.

3.07 Severability. If any provision of this Agreement shall be declared invalid or unenforceable, the remainder of this Agreement shall continue in full force and effect.

3.08 Captions; Construction of Terms. All captions, headings, section and subsection titles are solely for reference purposes and shall not be deemed to be supplementing, limiting, or otherwise varying the text of this Agreement. Whenever in this Agreement the consent of one of the Parties is required as a condition of the other Party performing some act under this Agreement, such consent shall, in all instances, not be unreasonably withheld, conditioned, or delayed by such Party.

3.09 No Waiver. No waiver of any default hereunder shall be implied from any omission of either Party hereto, or from the failure of either Party to exercise any right or power that such Party may have. No custom or practice of the Parties that is at variance with the terms of this Agreement shall constitute or waiver of such terms. Any waiver shall be in writing.

3.10 Notice. Whenever under this Agreement a provision is made for notice of any kind, such notices shall be given in writing and shall be deemed duly served if such notice: (i) is hand-delivered or sent by nationally recognized overnight courier service, when delivered at the address specified in this Section 3.10, (ii) sent by United States registered or certified first class mail, return receipt requested, with postage prepaid, when delivered at the address specified in this Section 3.10 on the date appearing on the return receipt therefor, or (iii), or by electronic mail.

If to the District, notices shall be sent to both:

Superintendent of Schools  
Millard Public School District  
5606 So. 147th Street  
Omaha, NE 68137

Chief Financial Officer  
Millard Public School District  
5606 So. 147th Street  
Omaha, NE 68137

If to the Foundation, notices should be sent to:

Chief Executive Officer  
Millard Public Schools Foundation  
5231 South 159th Avenue  
Omaha, NE 68135

3.11 Counterparts; Exchange by Electronic Transmission. This Agreement may be executed in two (2) or more counterparts, and by electronic transmissions, each of which shall be deemed an original, but which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties hereto have formally approved this Agreement and authorized the undersigned to execute this Agreement on each Party's behalf on the day and date first above written.

MILLARD PUBLIC SCHOOLS FOUNDATION

MILLARD PUBLIC SCHOOLS,

By: \_\_\_\_\_

Name: Carlos Castillo

Its: Chief Executive Officer

By:\_\_\_\_\_.

Name: Dr. John Schwartz

Its: Superintendent





## AGENDA SUMMARY SHEET

<b>Agenda Item:</b>	Award of Architect Contracts for 2025 Bond Projects
<b>Meeting Date:</b>	April 14, 2025
<b>Background/ Description:</b>	<p>Following passage of the District’s bond election on February 11, 2025, Requests for Proposals (“RFP”) were issued for architectural services. Copies of the RFP were sent to architects who expressed an interest in District projects and notice of the RFP was published.</p> <p>The District received 12 responses from architect firms. Responses were received from:</p> <ol style="list-style-type: none"> <li>(1) Alley Poyner Macchietto Architecture</li> <li>(2) BCDM Architects</li> <li>(3) BVH Architecture</li> <li>(4) Carlson West Povondra Architects</li> <li>(5) DLR Group</li> <li>(6) Jackson – Jackson &amp; Associates</li> <li>(7) KPE Architecture</li> <li>(8) LEO A DALY</li> <li>(9) RDG Planning / Design</li> <li>(10) Schemmer</li> <li>(11) Sinclair Hille Architects</li> <li>(12) TACKarchitects</li> </ol> <p>A team of Chief Financial Officer Chad Meisgeier, District Athletic Director Chad Zimmerman, Project Manager John Brennan, Project Manager Jeremy Madson, and Project Manager Steve Mainelli reviewed the written responses and selected six firms for interview based on three factors – (a) price / value, (b) quality of proposal showing the firm’s approach to the work, and (c) experience in projects similar to those proposed in the 2025 bond. Based on those criteria, the firms chosen for interview were:</p> <ol style="list-style-type: none"> <li>(1) BCDM Architects</li> <li>(2) BVH Architecture</li> <li>(3) Carlson West Povondra Architects</li> <li>(4) Jackson – Jackson &amp; Associates</li> <li>(5) Schemmer</li> <li>(6) TACKarchitects</li> </ol> <p>The interview team consisted of Mr. Meisgeier, Mr. Zimmerman, Mr. Brennan, Mr. Madson, Mr. Mainelli, Russell Middle School Assistant Principal Brent Snow, and</p>

Aldrich Principal Dayna Burke. In addition to the three categories reviewed in the written RFPs, the interview team considered the quality of the interview and the firm's fit for individual projects.

**Action Desired:**

It is recommended that the District's Architect Contracts for professional services related to the 2025 bond projects be awarded as set forth in the following chart and that the Chief Financial Officer be authorized to negotiate and execute contracts with architects related to said projects.

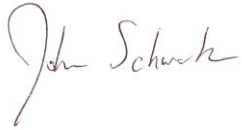
Project	Location	Architectural Firm	Est. Fees
#1	CMR Project 1 including Beadle Middle School, Central Middle School, Russell Middle School, and Millard North High School	BCDM Architects	\$1,182,750 (5.70%)
#2	CMR Project 2 including Andersen Middle School, Kiewit Middle School, Millard North Middle School, and Millard West High School	BCDM Architects	\$1,125,978 (5.70%)
#3	CMR Project 3 including Abbott Elementary, Ackerman Elementary, Aldrich Elementary, Ezra Elementary, Harvey Oaks Elementary, Rockwell Elementary, and Willowdale Elementary	BCDM Architects	\$917,586 (5.70%)
#4	Black Elk Elementary	BCDM Architects	\$90,563 (5.75%)
#5	Cather Elementary	Carlson West Povondra	\$81,363 (5.75%)
#6	Cottonwood Elementary	BCDM Architects	\$112,125 (5.75%)
#7	Disney Elementary	Carlson West Povondra	\$102,638 (5.75%)
#8	Montclair Elementary	BCDM Architects	\$48,588 (5.75%)
#9	Morton Elementary	Carlson West Povondra	\$104,938 (5.75%)
#10	Neihardt Elementary	BCDM Architects	\$112,125 (5.75%)
#11	Sandoz Elementary	Carlson West Povondra	\$106,375 (5.75%)

**Policy /  
Strategic Plan  
Reference:**

n/a

**Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

**Superintendent's Signature:**

A handwritten signature in cursive script, reading "John Schuch". The signature is written in dark ink on a white background.

**AGENDA SUMMARY SHEET**

**Agenda Item:** Human Resources

**Meeting Date:** April 14, 2025

**Background**

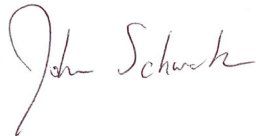
**Description:** Personnel Items: (1) Recommendation to Hire Agenda; (2) Resignation Agenda; (3) Leave Agenda; (4) Contract Addendum; (5) Contract Cancellation

**Action Desired:** Approval

**Policy /  
Strategic Plan Reference:** N/A

**Responsible Person(s):** Dr Kevin Chick  
Associate Superintendent of Human Resources

**Superintendent's Signature**

A handwritten signature in black ink, appearing to read "John Schuck". The signature is written in a cursive, flowing style.

**April 14, 2025**

## **TEACHER RECOMMENDED FOR HIRE**

**Recommend: The following teachers be hired for the 2025-2026 school year:**

1. Makayla A. Reavis – MA – University of Nebraska, Omaha. Art teacher at Central Middle School for the 2025-2026 school year. Previous Experience: CADRE teacher for Millard Public Schools (2024-2025)
2. Robert E. Greenhalgh – BA – University of Nebraska, Lincoln. Math teacher at Millard North Middle School for the 2025-2026 school year. Previous Experience: Lincoln Public Schools (2023-Present)
3. Jenaya S. Ennis – MA – University of Nebraska, Omaha. English Language Arts teacher at Central Middle School for the 2025-2026 school year. Previous Experience: Omaha Public Schools (2023-Present)
4. Cole M. Mingo – MA – South Dakota State University. Math teacher at Millard North High School for the 2025-2026 school year.
5. Megan M. Houdek – MA – University of Nebraska, Omaha. Speech Language Pathologist for Millard Public Schools for the 2025-2026 school year. Previous Experience: Jenks Public Schools, OK (2024-Present), Millard Public Schools (2020-2024)
6. Amber J. Atkinson – MA – University of Nebraska, Lincoln. Preschool teacher at Cody Elementary School for the 2025-2026 school year. Previous Experience: Lincoln Public Schools (2012-Present)
7. Kinzy J. Bloomquist – Education Specialist – Augustana University. Part-time Reading/Math Interventionist at Cottonwood Elementary for the 2025-2026 school year. Previous Experience: Omaha Public Schools (2003-2009)
8. Michelle K. Boroff – BA – University of Nebraska, Kearney. Grade 4 teacher at Cody Elementary for the 2025-2026 school year. Previous Experience: Katy ISD, TX (2022-Present)
9. Holly A. Lantz – BA – University of Nebraska, Lincoln. Kindergarten teacher at Norris Elementary for the 2025-2026 school year.
10. Tyler D. McGee – MA – Wayne State College. Dean of Students at Central Middle School for the 2025-2026 school year. Previous Experience: Council Bluffs Public Schools (2016-Present)
11. Jennifer L. Querry – MA – DePaul University. Grade 3 teacher at Neihardt Elementary for the 2025-2026 school year. Previous Experience: Sioux Falls, SD Public Schools (2016-2019), Ralston Public Schools (2009-2012)
12. Sophia L. Schell – BA – University of Nebraska, Lincoln. Grade 2 teacher at Willowdale Elementary for the 2025-2026 school year.
13. Graham M. Thomas – MA – University of Nebraska, Omaha. Speech Language Pathologist for Millard Public Schools for the 2025-2026 school year.

14. Stephanie J. Sabin – MA+36 – Doane University. Administrative Intern at Sandoz Elementary for the 2025-2026 school year. Previous Experience: Westside Community Schools (2014-Present)
15. Lindsey J. Hyland – MA+18 – University of Nebraska, Omaha. Speech Language Pathologist for Millard Public Schools for the 2025-2026 school year. Previous Experience: CRCC (Special Education Teacher) (2023-Present), Omaha Public Schools (2016-2023), Elkhorn Public Schools (2013-2016)
16. Jenna M. Carstensen – MA+36 – University of Nebraska, Kearney. Administrative Intern at Rockwell Elementary for the 2025-2026 school year. Previous Experience: Omaha Public Schools (2017-Present), Lincoln Public Schools (2010-2016)
17. Nicole T. Davis – BA – University of Nebraska, Lincoln. English Language Arts teacher at Millard North High School for the 2025-2026 school year.
18. Emma E. McClannan – MA – University of Nebraska, Omaha. English Language Arts teacher at Russell Middle School for the 2025-2026 school year. Previous Experience: CADRE teacher for Millard Public Schools (2024-2025)
19. Madelyn R. Lichti – BA – University of Nebraska, Omaha. Grade 1 teacher at Aldrich Elementary School for the 2025-2026 school year.
20. Kimberly J. Johnson – BA – University of Northern Iowa. Part-time (.5) Reteaching teacher at Morton Elementary School. Previous Experience: Omaha Parochial Schools (2008-2024)
21. Alexander L. Sharp – BA – University of Nebraska, Omaha. Assistant Band Director at Millard North High School for the 2025-2026 school year. Previous Experience: Omaha Public Schools (2020-2022)
22. Madison R. Hilbert – BA – University of Nebraska, Lincoln. English Language Arts teacher at Millard North High School for the 2025-2026 school year. Previous Experience: Lincoln Public Schools (2019-Present)
23. Grace L. Nelson – BA – University of Nebraska, Lincoln. Grade 3 teacher at Morton Elementary for the 2025-2026 school year.

April 14, 2025

## RESIGNATIONS

**Recommend: The following resignation(s) be accepted:**

1. Ethan C. Molifua – Grade 4 teacher at Neihardt Elementary School. Resigning at the end of the 2024-2025 school year for employment outside of education.
2. Elissa Tramp – English Learner teacher at Norris Elementary School. Resigning at the end of the 2024-2025 school year for personal family reasons.
3. Andrew F. Feller – Science teacher at Andersen Middle School. Resigning at the end of the 2024-2025 school year because of relocation.
4. Kelsey J. Nodgaard – High School Counselor at Millard West High School. Resigning at the end of the 2024-2025 school year for employment outside of education.
5. Shelby D. Gewinner – English Learner teacher at Millard West High School. Resigning at the end of the 2024-2025 school year to take a teaching position with Gretna Public Schools.
6. Grace L. Story – Grade 6 teacher at Andersen Middle School. Resigning at the end of the 2024-2025 school year to take a teaching position with Lincoln Public Schools.
7. Michaela R. O’Grady – Primary Montessori teacher at Montclair Elementary School. Resigning at the end of the 2024-2025 school year because of relocation.
8. Madison P. Jenkins – Grade 3 teacher at Ezra Elementary. Resigning at the end of the 2024-2025 school year for personal reasons. (Currently on a Leave of Absence.)
9. Kyle P. Martin – Math teacher at Millard North High School. Resigning at the end of the 2024-2025 school year for employment outside of education.
10. Susan E. Nielsen – Grade 3 teacher at Neihardt Elementary School. Resigning at the end of the 2024-2025 school year for personal reasons.
11. Ladonna K. McCabe – French teacher at Millard North High School. Retiring at the end of the 2024-2025 school year.
12. Allyson A. Paradee -- Grade 6 teacher at Millard North Middle School. Resigning at the end of the 2024-2025 school year for additional education.
13. Jalaina K. Reinhardt – Social Studies teacher at Millard West High School. Resigning at the end of the 2024-2025 school year because of personal family reasons.
14. Jacqueline M. Ottemann – Grade 5 teacher at Wheeler Elementary School. Resigning at the end of the 2024-2025 school year for employment outside of education.
15. Thomas E. Burchard – Math teacher at Andersen Middle School. Resigning at the end of the 2024-2025 school year for personal family reasons.
16. James T. Stromberg – Social Studies teacher at Millard North High School. Resigning at the end of the 2024-2025 school year for personal reasons.
17. Kylee K. Aerni – READ teacher for Millard Public Schools. Resigning at the end of the 2024-2025 school year for personal reasons. (Currently on a Leave of Absence.)
18. Lindsey M. Harrahill – Principal at Upchurch Elementary School. Resigning at the end of the 2025-2026 school year to take an administrative position with St. Wenceslaus Catholic Schools.

**April 14, 2025**

**LEAVE OF ABSENCE**

**Recommend: The following Leave of Absence be accepted:**

1. Anna E. Dennis – Special Education Resource teacher at Black Elk Elementary School.  
Requesting a Leave of Absence for the 2025-2026 school year for personal family reasons.
2. Esmeralda Figueroa – Grade 1 teacher at Bryan Elementary School. Requesting a Leave of Absence for the 2025-2026 school year for personal family reasons.
3. Eliza R. Donley – Family and Consumer Science teacher at Millard West High School.  
Requesting a Leave of Absence for the 2025-2026 school year for personal family reasons.
4. Stacy A. Kester-Pearson – Requesting a Leave of Absence for the 2025-2026 school year to serve as the MEA President.



**April 14, 2025**

**AMENDMENT TO CONTINUING CONTRACTS**

**Recommend: Amendment to the following contract:**

1. Beth C. Rips – English Language Arts teacher at Millard West High School. Amend contract from (.66) FTE to (.5) FTE for the 2025-2026 school year.
2. Kristin A. Westbrook – Counselor at Millard West High School. Amend contract from (.5) FTE to (1.0) FTE for the 2025-2026 school year.

**April 14, 2025**

**Approval of Contract Cancellation**

**Recommend: The following Approval of Contract Cancellation:**

1. Claire M. Aken – English Language Arts teacher at Millard North High School.

**AGENDA SUMMARY SHEET**

**Agenda Item:** High School Small Class Size Report

**Meeting Date:** April 14, 2025

**Background/  
Description:** On April 6, 2015, the Selective Abandonment Report regarding High School Small Class Size Analysis was shared with the Board of Education. At that time, it was recommended that Educational Services reinstate the Board of Education Policy: Curriculum, Instruction, and Assessment: Secondary Class Size, which was approved by the Board of Education on May 5, 2015, as Policy 6225. The policy calls for an annual Board of Education report of course class sizes within secondary schools with recommendation of courses to be combined, canceled, or to be monitored based on enrollment of 14 or less students for three consecutive school years.

**Action Desired:** Information Only

**Policy/Strategic Plan  
Reference:** District Strategic Plan: Parameter – No existing program, course, and/or service will be maintained unless it: meets a clearly demonstrated mission related need and survives a cost-benefit analysis and periodic evaluation.

**Responsible Person(s):** Dr. Heather Phipps, Dr. Tony Weers, Dr. Melanie Olson

**Superintendent's Approval:**

A handwritten signature in black ink, reading "John Schwarte". The signature is written in a cursive style with a large initial "J" and a stylized "S".

As per Board of Education Policy 6225, an analysis of course sizes within the high schools has been completed. A list of courses that have not met the minimum class size of 14 students and recommendations for consideration are noted. Enrollment history is gathered from Synergy (Millard Public Schools Student Information System) records.

The following statement was posted inside the cover of the 2025-2026 High School Curriculum Handbook and Registration Guide:

*It is the intent of District and High School administrators to offer all courses and programs as noted within the 2025-2026 High School Curriculum Handbook and Registration Guide.*

*However, courses and/or program offerings may be canceled due to budget constraints and/or low enrollment numbers.*

### **Cancel**

The following courses are recommended for cancellation:

None

### **Retain and Continue to Monitor**

Based on the increase or fluctuation of class size for the following courses, they are being recommended to be retained and monitored. While some have been below 15 students for three consecutive school years, consideration was given to monitor and allow buildings to adjust accordingly during the next school year pending student enrollment.

Building	Course Code	Course Name	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Early Enrollment
North HS	0135	French III	12	14	12	16
	0115	German III	12	13	13	12
	0077	Broadcast Journalism	11	12	11	16
	0384	AP Physics 2: Algebra-based	7	5	7	11
	0161	IB Latin SL	7	1	2	10
	0172	AP Latin	12	13	12	11
	0380	IB Physics SL	9	9	8	10
	0375	IB Biology SL	13	14	13	16
South HS	0503	Accounting II	10	13	13	17
	0540	AP Macroeconomics	12	7	12	41
	0025	Theatre and Performance: Advanced	14	14	13	19
West HS	0540	AP Macroeconomics	11	12	10	21
	0541	AP Microeconomics	14	12	12	19
	0542	Accounting III	11	4	6	13
	0556	Digital Marketing	13	8	10	12
	0799	AP Music Theory	13	4	9	5
	0747	Music Exploration	12	12	9	16
	0130	Honors French I	10	14	11	4
	0119	AP German	6	6	8	13

**Combine with another Course**

Due to low class sizes consecutively the past three years, the following courses are being recommended for combination with a similar course. These courses will continue to be monitored during the 2025-2026 school year.

Building	Course Code	Course Name	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Early Enrollment
Millard North	0727 0728 0729	IB Visual Arts SL combined with IB Visual Arts HL I and IB Visual Arts HL II	1	1	1	1
	0267 0266	IB Computer Science HL II combined IB Computer Science HL I	7	9	9	13
	0074 0075	IB Film HL I combined with IB Film HL II	13 2	6 7	2 2	11 2
	0140 0139	IB French B SL combined with AP French	6 7	3 8	8 11	9 12
Millard South	0117 0119	German IV combined with AP German	2	9	4	7
	0683 0682	Precision Machining B combined with Precision Machining A	8	5	1	15
	0675 0676	Civil Eng. & Architecture A combined Civil Engineering & Architecture B	9	10	4	13
	0137 0136	French IV combined with Honors French III	3	10	4	1
Millard West	0130 0139	Honors French I AP French	10 9	14 4	11 4	4 3