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Texas 2017 Proclamation: §130.256. Food Science

**Correlations to the Texas Essential Knowledge
and Skills (TEKS)**

**Correlations to the English Language Proficiency
Standards (ELPS): Student Material**

**Correlations to the English Language Proficiency
Standards (ELPS): Teacher Material**

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education
Subchapter	Subchapter I. Hospitality and Tourism
Course	§130.256. Food Science (One Credit), Adopted 2015.
Publisher	Goodheart-Willcox Publisher
Program Title	Principles of Food Science
Program ISBN	9781683112327 (Online Student Center)
TEKS Coverage (%)	100.00%

(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: three units of science, including chemistry and biology. Recommended prerequisite: Principles of Hospitality and Tourism. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
- (3) In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.
- (4) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.
- (5) Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.
- (6) Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).
- (7) A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
- (8) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	819-820	Effective Communication
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	79	#16
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47-49	Last paragraph on 47, 1st 2 paragraphs on 49
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	749	#19

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	819-820	Effective Communication
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	79	#16
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	47-49	Last paragraph on 47, 1st 2 paragraphs on 49
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	749	#19
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	821	Teamwork
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59	Experiment 2C, Purpose

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	825	#24
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	766	4th full paragraph
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	3	2nd Bullet
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	821	Teamwork
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59	Experiment 2C, Purpose
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	825	#24
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	766	4th full paragraph
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	3	2nd Bullet
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	817-818	Time Management
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	751	Expermient 24A, #5
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	111	Expermient 4A, #4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	825	#24
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	39	Time
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics/professionalism in a job setting	(i) identify work ethics/professionalism in a job setting	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	818	Ethical Workplace Behavior
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	748	#4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	749	#17
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	736	Applying Professional Ethics
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	818-819	Decision Making and Problem Solving
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#7
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40-49	The Scientific Method
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#19
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47	2nd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	751	Activity 24A, #4-5
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	4th full paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#16
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#18
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations	(i) demonstrate safe practices during laboratory investigations	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	50-51	Lab Safety
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	752-754	Activity 24B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	112	Experiment 4B, Safety
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#23
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#11
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations	(ii) demonstrate safe practices during field investigations	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	50-51	Lab Safety
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	752-754	Activity 24B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	112	Experiment 4B, Safety
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(i) demonstrate an understanding of the use of resources	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	50	Lab Safety, last bullet
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59-61	Experiment 2C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	524-527	Experiment 17B Extension
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(ii) demonstrate an understanding of the conservation of resources	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	50	Lab Safety, last bullet
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#23
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(iii) demonstrate an understanding of the proper disposal or recycling of materials	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	50	Lab Safety, last bullet
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	56-58	Experiment 2B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59-61	Experiment 2C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	82-83	Experiment 3B
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section	(i) know the definition of science, as specified in subsection (b)(4) [above]	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	31	1st paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#1
			Student/Teacher	Activity			
			Student/Teacher	Activity			
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section	(ii) understand that [science] has limitations, as specified in subsection (b)(4) [above]	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	State the Hypothesis
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	50	4th bullet
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories	(i) know that hypotheses are tentative statements that must be capable of being supported or not supported by observational evidence	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	1st paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	56-58	Experiment 2B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	138-139	Experiment 5A
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories	(ii) know that hypotheses are testable statements that must be capable of being supported or not supported by observational evidence	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	3rd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	56-58	Experiment 2B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	138-139	Experiment 5A
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories	(iii) [know that] hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	2nd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	56-58	Experiment 2B
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(i) know [that] scientific theories are based on natural and physical phenomena	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	2nd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(ii) know [that] scientific theories are capable of being tested by multiple independent researchers	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	2nd paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(iii) [know that] unlike hypotheses, scientific theories are well-established explanations	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	2nd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(iv) [know that], unlike hypotheses, scientific theories are highly-reliable explanations	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	2nd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(v) [know that] scientific theories may be subject to change as new areas of science are developed	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	2nd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(vi) [know that] scientific theories may be subject to change as new technologies are developed	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	2nd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(D) distinguish between scientific hypotheses and scientific theories	(i) distinguish between scientific hypotheses and scientific theories	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	State the Hypothesis
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	52	#8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(i) plan descriptive investigations, including asking questions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	752-754	Activity 24B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40	Ask Questions
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42-43	Design the Experiment, bullets
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(ii) plan descriptive investigations, including selecting equipment	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	Design the Experiment, Last bullet
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	35-40	Equipment for Measuring Mass
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(iii) plan descriptive investigations, including selecting technology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	752-754	Activity 24B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	43	2nd bullet
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(iv) implement descriptive investigations, including asking questions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	112-113	Experiment 4B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40	Ask Questions
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45	1st 4 lines and bullets
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(v) implement descriptive investigations, including selecting equipment	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	112-113	Experiment 4B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	Design the Experiment, Last bullet
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	35-40	Equipment for Measuring Mass
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(vi) implement descriptive investigations, including selecting technology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	112-113	Experiment 4B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	43	2nd bullet
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(vii) plan comparative investigations, including asking questions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40	Ask Questions
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42-43	Design the Experiment, bullets
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(viii) plan comparative investigations, including formulating testable hypotheses	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	2nd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	State the Hypothesis, Design the Experiment
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	737	Forming a Hypothesis or Research Question
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(ix) plan comparative investigations, including selecting equipment	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	35-40	Equipment for Measuring Mass
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	Last bullet
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(x) plan comparative investigations, including selecting technology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	43	2nd bullet
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xi) implement comparative investigations, including asking questions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40	Ask Questions
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	737	Stating the Problem, Forming a Hypothesis or Research Question
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xii) implement comparative investigations, including formulating testable hypotheses	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	737	Forming a Hypothesis or Research Question
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xiii) implement comparative investigations, including selecting equipment	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	35-40	Equipment for Measuring Mass
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	Last bullet
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xiv) implement comparative investigations, including selecting technology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	43	2nd bullet
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xv) plan experimental investigations, including asking questions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 3rd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	755-757	Activity 24C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40	Ask Questions
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	737	Stating the Problem, Forming a Hypothesis or Research Question
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xvi) plan experimental investigations, including formulating testable hypotheses	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	3rd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	755-757	Activity 24C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	737	Forming a Hypothesis or Research Question
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	State the Hypothesis, Design the Experiment
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xvii) plan experimental investigations, including selecting equipment	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 3rd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	755-757	Activity 24C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	35-40	Equipment for Measuring Mass

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	Last bullet
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xviii) plan experimental investigations, including selecting technology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 3rd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	43	2nd bullet
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xix) implement experimental investigations, including asking questions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 3rd full paragraphs
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	737	Stating the Problem, Forming a Hypothesis or Research Question

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	40	Ask Questions
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xx) implement experimental investigations, including formulating testable hypotheses	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	3rd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	737	Forming a Hypothesis or Research Question
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	State the Hypothesis, Design the Experiment
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xxi) implement experimental investigations, including selecting equipment	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 3rd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	35-40	Equipment for Measuring Mass
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42	Last bullet
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xxii) implement experimental investigations, including selecting technology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st and 3rd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	43	2nd bullet
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(i) collect qualitative data with accuracy using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-47	Last two paragraphs on 45 through Evaluate the Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	82-83	Experiment 3B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	Collecting Data
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#21
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(ii) collect quantitative data with accuracy using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-46	3rd and 4th full paragraphs on 45, Figure 2-15
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59-61	Experiment 2C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	Collecting Data

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#21
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#24
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(iii) organize qualitative data with accuracy using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-46	Last 2 paragraphs on 45, end of 1st paragraph on 46
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	82-83	Experiment 3B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	4th full paragraph
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(iv) organize quantitative data with accuracy using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-46	3rd and 4th full paragraphs on 45, Figure 2-15
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59-61	Experiment 2C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	Collecting Data
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#25
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(v) make measurements with accuracy using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	33-40	Measurements
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	56-58	Experiment 2B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#24

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45	2nd full paragraph
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(vi) collect qualitative data with precision using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-47	Last two paragraphs on 45 to Evaluate the Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	82-83	Experiment 3B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	Collecting Data
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#21
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(vii) collect quantitative data with precision using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-46	3rd and 4th full paragraphs on 45, Figure 2-15
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59-61	Experiment 2C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	Collecting Data
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#21
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#24
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(viii) organize qualitative data with precision using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-46	Last 2 paragraphs on 45, end of 1st paragraph on 46
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	82-83	Experiment 3B

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	Collecting Data
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(ix) organize quantitative data with precision using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45-46	3rd and 4th full paragraphs on 45, Figure 2-15
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	59-61	Experiment 2C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	741	Collecting Data
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#25
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures	(x) make measurements with precision using tools	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	33-40	Measurements
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	56-58	Experiment 2B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#24
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	45	2nd full paragraph
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(i) analyze data	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	742	Analyzing and Interpreting Data
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	261	#26
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47	6th full paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	329	#26
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(ii) evaluate data	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47	Evaluate the Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	79	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(iii) make inferences from data	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47	Evaluate the Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	750-751	Activity 24A

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	742	Analyzing and Interpreting Data
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	79	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	261	#26
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(iv) predict trends from data	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47	Evaluate the Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	23	#21
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	733	5th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	749	#20
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(H) communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports	(i) communicate valid conclusions supported by the data through methods	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47-49	Report the Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	137	#23
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	742	Sharing Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	28-29	Activity 1C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	169	#26
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(i) in all fields of science, analyze scientific explanations by using empirical evidence	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47	2nd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	204-205	Experiment 7B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	732-733	Descriptive Research
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ii) in all fields of science, analyze scientific explanations by using logical reasoning	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40-49	The Scientific Method
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	329	#20
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iii) in all fields of science, analyze scientific explanations by using experimental testing	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42-47	Design the Experiment, Conduct the Experiment
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	394-395	Experiment 13A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	240-241	Experiment 8C

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	736-742	Developing Food Science Experiments
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#21
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iv) in all fields of science, analyze scientific explanations by using observational testing	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	735	Analytical Research
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	206-207	Experiment 7C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	79	#19
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	206-207	Experiment 7C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	44-47	Conduct the Experiment, Evaluate the Results
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(v) in all fields of science, analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	41	6th full paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	423	#18
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vi) in all fields of science, evaluate scientific explanations by using empirical evidence	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	47	2nd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	204-205	Experiment 7B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	732-733	Descriptive Research
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vii) in all fields of science, evaluate scientific explanations by using logical reasoning	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40-49	The Scientific Method
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	329	#20
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(viii) in all fields of science, evaluate scientific explanations by using experimental testing	Student/Teacher	Narrative		42-47	Design the Experiment, Conduct the Experiment
			Student/Teacher	Activity		240-241	Experiment 8C
			Student/Teacher	Narrative		736-742	Developing Food Science Experiments
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	394-395	Experiment 13A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#21
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ix) in all fields of science, evaluate scientific explanations by using observational testing	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	735	Analytical Research

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	206-207	Experiment 7C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	79	#19
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	44-47	Conduct the Experiment, Evaluate the Results
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	41	6th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	423	#18
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42-43	State the Hypothesis, Design the Experiment

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	732-733	Descriptive Research
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	298-299	Experiment 10B
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xii) in all fields of science, critique scientific explanations by using logical reasoning	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	32	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	40-49	The Scientific Method
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	329	#20
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiii) in all fields of science, critique scientific explanations by using experimental testing	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	42-47	Design the Experiment, Conduct the Experiment
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	240-241	Experiment 8C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	736-742	Developing Food Science Experiments
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	394-395	Experiment 13A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#21
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiv) in all fields of science, critique scientific explanations by using observational testing	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	44-47	Conduct the Experiment, Evaluate the Results
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	206-207	Experiment 7C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	79	#19
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	735	Analytical Research
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xv) in all fields of science, critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	41	6th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	423	#18
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials	(i) communicate scientific information extracted from various sources	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	41-50	Conduct Research
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	423	#18
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	137	#19
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials	(ii) apply scientific information extracted from various sources	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	41	Conduct Research
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#20
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	423	#18
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	739	Gathering Information
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(C) draw inferences based on data related to promotional materials for products and services	(i) draw inferences based on data related to promotional materials for products	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	788-791	Nutrient Content Claims
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	26-27	Activity 1B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	423	#21

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	13-15	Food Labeling
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	597	#19
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(C) draw inferences based on data related to promotional materials for products and services	(ii) draw inferences based on data related to promotional materials for services	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	788-791	Nutrient Content Claims
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	26-27	Activity 1B
			Student/Teacher		9781619604360 (Text) 9781683112327 (Online Student Center)	423	#21
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	13-15	Food Labeling
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	597	#19
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(D) evaluate the impact of scientific research on society and the environment	(i) evaluate the impact of scientific research on society	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	6–15	A Brief History, Three Periods in the Development of Food
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	23	#14
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	19	Attention to Global Concerns
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	31-32	Science in the Food Industry
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(D) evaluate the impact of scientific research on society and the environment	(ii) evaluate the impact of scientific research on the environment	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	16-19	Expanded Food Supply
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	661	#22
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	661	#23
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(E) evaluate models according to their limitations in representing biological objects or events	(i) evaluate models according to their limitations in representing biological objects or events	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	97-100	Ionic Bonds, Covalent Bonds
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#22
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#23
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#24
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of biology and contributions of scientists	(i) research the history of biology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	6–15	A Brief History, Three Periods in the Development of Food
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#18
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	53	#22
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of biology and contributions of scientists	(ii) research the contributions of scientists	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	15-20	Recent Contributions of Food Scientists
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#18
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	393	#19
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	423	#18
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of biology and contributions of scientists	(iii) describe the history of biology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	6–15	A Brief History, Three Periods in the Development of Food
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	22	#2
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	22	#4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	23	#14
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of biology and contributions of scientists	(iv) describe the contributions of scientists	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	15-20	Recent Contributions of Food Scientists
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	22	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	22	#10
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(5) The student analyzes the role of acids and bases in the food sciences. The student is expected to:	(A) evaluate physical and chemical properties of acids and bases	(i) evaluate physical properties of acids	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	151-153	Identifying Acids and Bases
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#3
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(5) The student analyzes the role of acids and bases in the food sciences. The student is expected to:	(A) evaluate physical and chemical properties of acids and bases	(ii) evaluate physical properties of bases	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	151-153	Identifying Acids and Bases
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#3
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(5) The student analyzes the role of acids and bases in the food sciences. The student is expected to:	(A) evaluate physical and chemical properties of acids and bases	(iii) evaluate chemical properties of acids	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	149-151	Theories of Acids and Bases
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	175-177	Experiment 6C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#2
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#9
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	474	Acids
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(5) The student analyzes the role of acids and bases in the food sciences. The student is expected to:	(A) evaluate physical and chemical properties of acids and bases	(iv) evaluate chemical properties of bases	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	149-151	Theories of Acids and Bases
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	175-177	Experiment 6C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	163	Baking Soda
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	476	Bases
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#11
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(5) The student analyzes the role of acids and bases in the food sciences. The student is expected to:	(B) analyze the relationship of pH to the properties, safety, and freshness of food	(i) analyze the relationship of pH to the properties of food	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	161-162	Food Preservation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	175-177	Experiment 6C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	165-167	Batters and Doughs, Eggs and pH, pH and Fruit Maturity
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#13
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	474-476	pH Control Agents

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(5) The student analyzes the role of acids and bases in the food sciences. The student is expected to:	(B) analyze the relationship of pH to the properties, safety, and freshness of food	(ii) analyze the relationship of pH to the safety of food	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	161-162	Food Preservation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	561	#14
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	578	pH of the Food
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	600-601	Canning Food and pH Levels
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	474	Last paragraph
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(5) The student analyzes the role of acids and bases in the food sciences. The student is expected to:	(B) analyze the relationship of pH to the properties, safety, and freshness of food	(iii) analyze the relationship of pH to the freshness of food	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	162	2nd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	169	#26

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	166-167	Eggs and pH, pH and Fruit Maturity
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	169	#14
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	169	#15
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(6) The student evaluates the principles of microbiology and food safety practices. The student is expected to:	(A) Investigate the properties of microorganisms that cause food spoilage	(i) Investigate the properties of microorganisms that cause food spoilage	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	535	Microbial Contaminants
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	562-565	Experiment 18A, Experiment 18B
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	493-500	Types of Single-Celled Organisms
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#4
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	161	Food Preservation
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student evaluates the principles of microbiology and food safety practices. The student is expected to:	(B) compare food intoxication and food infection	(i) compare food intoxication and food infection	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	536	3rd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#3
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	542	4th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#5
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#7
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(6) The student evaluates the principles of microbiology and food safety practices. The student is expected to:	(C) examine methods to destroy or inactivate harmful pathogens in foods	(i) examine methods to destroy or inactivate harmful pathogens in foods	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	573-584	Heat Processing
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	598	#2
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	633-640	Food Irradiation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	660	#1
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	661	#21

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(6) The student evaluates the principles of microbiology and food safety practices. The student is expected to:	(D) compare beneficial and harmful microorganisms	(i) compare beneficial and harmful microorganisms	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	493-500	Types of Single-Celled Organisms
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	518	#5
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	535-551	Microbial Contaminants, Types of Foodborne Illness
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#5
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#8
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(6) The student evaluates the principles of microbiology and food safety practices. The student is expected to:	(E) analyze sanitary food-handling practices	(i) analyze sanitary food-handling practices	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	553-559	Improper Handling Procedures, Food Industry Sanitation Procedures
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#10

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	560	#11
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	561	#18
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(6) The student evaluates the principles of microbiology and food safety practices. The student is expected to:	(F) prepare for a state or national food manager's sanitation certification or alternative credential within the field of food science technology	(I) prepare for a state or national food manager's sanitation certification or alternative credential within the field of food science technology	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	558	3rd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	825	#26
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	669	Food Quality-Control Inspector
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	822-823	Certification and Licensing
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	561	#18
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student examines the chemical properties of food. The student is expected to:	(A) describe elements, compounds, mixtures, and formulas related to food science	(i) describe elements related to food science	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	92-94	Elements
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#3
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#6
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#20
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(A) describe elements, compounds, mixtures, and formulas related to food science	(ii) describe compounds related to food science	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	94-96	Compounds and Chemical Formulas
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#19
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	101	Organic and Inorganic Compounds
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	212-217	Carbohydrate Production, Sugars
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#24

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(A) describe elements, compounds, mixtures, and formulas related to food science	(iii) describe mixtures related to food science	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	101-103	Mixtures
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#19
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#17
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#9
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(A) describe elements, compounds, mixtures, and formulas related to food science	(iv) describe formulas related to food science	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	94-96	Compounds and Chemical Formulas
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#13
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(B) compare heterogeneous and homogeneous mixtures	(i) compare heterogeneous and homogeneous mixtures	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	102	1st 2 paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#17
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#19
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(C) use chemical symbols, formulas, and equations in food science	(i) use chemical symbols in food science	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	93-95	The Periodic Table, Figure 4-3
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#2
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	305	Figure 11-1

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	106-107	Chemical Equations
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#13
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(C) use chemical symbols, formulas, and equations in food science	(ii) use chemical formulas in food science	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	94-96	Compounds and Chemical Formulas
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#13
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	106-107	Chemical Equations
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(C) use chemical symbols, formulas, and equations in food science	(iii) use chemical equations in food science	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	106-107	Chemical Equations

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#12
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	45	Activity: Balancing Equations
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(7) The student examines the chemical properties of food. The student is expected to:	(D) analyze chemical and physical changes in food	(i) analyze chemical changes in food	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	105-107	Chemical Changes, Chemical Equations
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	112-113	Experiment 4B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#10
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#16
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#21
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student examines the chemical properties of food. The student is expected to:	(D) analyze chemical and physical changes in food	(ii) analyze physical changes in food	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	103-104	Physical Changes, Phase Changes
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	112-113	Experiment 4B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	108	#10
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#16
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	109	#21
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(A) identify the solvent and solute in a given solution	(i) identify the solvent in a given solution	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	102	4th paragraph
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	671-672	Solutions
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#2
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#3
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	724-726	Experiment 23B

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(A) identify the solvent and solute in a given solution	(ii) identify the solute in a given solution	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	102	4th paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#2
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#3
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	671-672	Solutions
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(B) compare unsaturated, saturated, and supersaturated solutions, including boiling and freezing points	(i) compare unsaturated, saturated, and supersaturated solutions, including boiling points	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	677-678	Solute Concentrations Affects Freezing and Boiling Points
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#3

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	110-111	Experiment 4A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	674	Concentration of a Solution
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(B) compare unsaturated, saturated, and supersaturated solutions, including boiling and freezing points	(ii) compare unsaturated, saturated, and supersaturated solutions, including freezing points	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	677-678	Solute Concentrations Affects Freezing and Boiling Points
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#5
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	674	Concentration of a Solution
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	693	#17
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#4
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(C) calculate the concentration of a solution using mass percent	(i) calculate the concentration of a solution using mass percent	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	676-677	Measuring Solute Concentrations

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	693	#23
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	170-171	Experiment 6A
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(D) describe the properties of colloidal dispersions	(i) describe the properties of colloidal dispersions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	680-690	Colloidal Dispersions
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#12
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	693	#14
			Student/Teacher	Narrative			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(E) investigate the relationships among the three parts of an emulsion	(i) investigate the relationships among the three parts of an emulsion	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	683-686	Emulsions

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	693	#18
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	692	#12
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	693	#24
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	694-695	Experiment 22A
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:	(F) create various food emulsions	(i) create various food emulsions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	683-686	Emulsions
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	694-695	Experiment 22A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	693	#24
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(9) The student analyzes the functions of enzymes in food science. The student is expected to:	(A) describe the role of enzymes as catalysts in chemical reactions of food	(i) describe the role of enzymes as catalysts in chemical reactions of food	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	339-344	Enzymes are Specialized Catalysts
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	358	#1
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	360-361	Experiment 12A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	362-363	Experiment 12B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	364-365	Experiment 12C
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(9) The student analyzes the functions of enzymes in food science. The student is expected to:	(B) explain the relationship between an enzyme and a substrate	(i) explain the relationship between an enzyme and a substrate	Student/Teacher	Narrative	(Text)	341-343	Working Models
			Student/Teacher	Activity	9781683112327 (Online Student Center)	358	#5
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	360-361	Experiment 12A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	362-363	Experiment 12B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	364-365	Experiment 12C
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(9) The student analyzes the functions of enzymes in food science. The student is expected to:	(C) analyze the functions of enzymes in digestion, including the factors that influence enzyme activity	(i) analyze the functions of enzymes in digestion, including the factors that influence enzyme activity	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	799-805	Digestion and Metabolism
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	824	#11
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	340	Last paragraph
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	344	4th paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	359	#14
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(9) The student analyzes the functions of enzymes in food science. The student is expected to:	(D) analyze enzyme reactions in food preparation	(i) analyze enzyme reactions in food preparation	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	349-357	Enzymes and the Food Supply
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	359	#25
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	499-500	Microbial Enzymes
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	362-363	Experiment 12B

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	364-365	Experiment 12C
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(10) The student evaluates the role of fermentation in food science. The student is expected to:	(A) analyze reasons food is fermented	(i) analyze reasons food is fermented	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	504-517	Fermentation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	518	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	518	#14
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(10) The student evaluates the role of fermentation in food science. The student is expected to:	(B) assess the role of bacteria in food fermentation	(i) assess the role of bacteria in food fermentation	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	509-514	Bacterial Fermentation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	518	#12
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	519	#26

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	519	#17
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(10) The student evaluates the role of fermentation in food science. The student is expected to:	(C) prepare various fermented food products	(i) prepare various fermented food products	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	504-517	Fermentation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	519	#26
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	519	#23
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	522-523	Experiment 17B
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(11) The student assesses the reaction of leavening agents in baked products. The student is expected to:	(A) identify various leavening agents and describe their role	(i) identify various leavening agents	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	162-165	Chemical Leavening Agents
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#10

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	473-474	Leavening Agents
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#12
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	175-177	Experiment 6C
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(11) The student assesses the reaction of leavening agents in baked products. The student is expected to:	(A) identify various leavening agents and describe their role	(ii) describe the role of various leavening agents	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	162-165	Chemical Leavening Agents, Batters and Doughs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	175-177	Experiment 6C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	187	Steam as a Leavening Agent
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#10
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	473-474	Leavening Agents
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(11) The student assesses the reaction of leavening agents in baked products. The student is expected to:	(B) analyze the role of acids as leavening agents	(i) analyze the role of acids as leavening agents	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	163	Entire page
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#11
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	168	#10
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	165	Batters and Doughs
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(11) The student assesses the reaction of leavening agents in baked products. The student is expected to:	(C) compare doughs and batters	(i) compare doughs and batters	Student/Teacher	Narrative	9781619604360	165	Batters and Doughs
			Student/Teacher	Activity	(Text)	169	#20
			Student/Teacher	Narrative	9781683112327	691	Batters and Doughs
			Student/Teacher		(Online Student Center)		
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(11) The student assesses the reaction of leavening agents in baked products. The student is expected to:	(D) conduct laboratory experiments with various leavening agents using the scientific processes	(i) conduct laboratory experiments with various leavening agents using the scientific processes	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	162-165	Chemical Leavening Agents

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	175-177	Experiment 6C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	520-526	Experiment 17A, Experiment 17B, Experiment 17B Extension
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	473-474	Leavening Agents
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(11) The student assesses the reaction of leavening agents in baked products. The student is expected to:	(E) create baked products using various leavening agents	(I) create baked products using various leavening agents	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	162-165	Chemical Leavening Agents, Batters and Doughs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	175-177	Experiment 6C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	473-474	Leavening Agents
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	524-526	Experiment 17B Extension
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	300-301	Experiment 10C
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) The student explores the roles of food additives. The student is expected to:	(A) evaluate the various types of food additives such as incidental, intentional, natural, and artificial	(i) evaluate the various types of food additives	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	460	1st paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#11
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	465-478	Functions of Additives, Secondary Intentional Additives
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#1
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#9
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(12) The student explores the roles of food additives. The student is expected to:	(B) investigate the various roles of food additives such as food preservation, nutritive value, and sensory characteristics	(i) investigate the various roles of food additives	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	465-478	Functions of Additives, Secondary Intentional Additives
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#10
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#11
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	483	#19

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(12) The student explores the roles of food additives. The student is expected to:	(C) research agencies involved in regulating food additives	(i) research agencies involved in regulating food additives	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	460-465	Regulating Additive Use
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#2
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	482	#6
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	483	#18
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(13) The student analyzes the processes of energy production in food. The student is expected to:	(A) discuss molecular motion and temperature	(i) discuss molecular motion and temperature	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	128-129	Temperature
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#8

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#9
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	129-133	How Heat Is Transferred
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(13) The student analyzes the processes of energy production in food. The student is expected to:	(B) examine heat transfer processes such as conduction, convection, and radiation	(i) examine heat transfer processes	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	129-133	How Heat Is Transferred
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	140-142	Experiment 5B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#8
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(13) The student analyzes the processes of energy production in food. The student is expected to:	(C) investigate the role of latent heat in phase changes in food production such as crystallization and condensation	(i) investigate the role of latent heat in phase changes in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	132-133	Energy Flow in Phase Changes

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#10
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(13) The student analyzes the processes of energy production in food. The student is expected to:	(D) analyze rates of reaction using various temperatures	(i) analyze rates of reaction using various temperatures	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	134-135	Factors That Affect Rates of Reaction in Food Preparation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	137	#16
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	136	#11
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	137	#22
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(14) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:	(A) discuss photosynthesis	(i) discuss photosynthesis	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	212	2nd paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	234	#1
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(14) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:	(B) identify the chemical structures of carbohydrates	(i) identify the chemical structures of carbohydrates	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	213-215	Structure, Monosaccharides, Figure 8-4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	235	#22
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	234	#6
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	243	2nd paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	260	#1
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(14) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:	(C) describe the functions of carbohydrates in food production such as a caramelizing agent, crystallizing agent, and thickening agent	(i) describe the functions of carbohydrates in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	222-229	Functions of Sugars in Food Preparation

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	234	#8
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	245-248	Functions of Complex Carbohydrates in Food Preparation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	260	#3
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(14) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:	(D) compare the structures of simple and complex carbohydrates and how these structures affect food production	(i) compare the structures of simple and complex carbohydrates	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	213-215	Structure, Monosaccharides, Figure 8-4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	235	#22
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	243-244	2nd paragraph, Types of Complex Carbohydrates
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	260	#1
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	247	Figure 9-4
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(14) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:	(D) compare the structures of simple and complex carbohydrates and how these structures affect food production	(ii) compare how [the structures of simple and complex carbohydrates] affect food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	224	3rd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	234	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	247	1st incomplete paragraph, Figure 9-4
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	260	#4
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(14) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:	(E) describe various process such as gelatinization, retrogradation, and syneresis in food production	(i) describe various process in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	249-250	Retrogradation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	260	#4
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	246	5th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	260	#7
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
			Teacher Only				
(14) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:	(F) create food products using simple and/or complex carbohydrates	(i) create food products using simple and/or complex carbohydrates	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	222-229	Functions of Sugars in Food Preparation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	238-239	Experiment 8B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	267-269	Experiment 9C
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	245-248	Functions of Complex Carbohydrates in Food Preparation
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(A) identify the chemical structure of saturated and unsaturated fats	(i) identify the chemical structure of saturated fats	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	275	1st and 3rd diagram, 4th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#19
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	294	#4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(A) identify the chemical structure of saturated and unsaturated fats	(ii) identify the chemical structure of unsaturated fats	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	275	2nd and 4th diagram, last paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#19
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	294	#4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(B) compare the properties of saturated and unsaturated fats	(i) compare the properties of saturated and unsaturated fats	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	274-276	Categories Based on Molecular Structure
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#19
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	294	#4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(C) examine the functions of fats in food production	(i) examine the functions of fats in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	284-288	Functions of Lipids in Food Preparation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	294	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	294	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#21
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(D) explore methods for controlling fat oxidation	(i) explore methods for controlling fat oxidation	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	283	Tendency to Deteriorate
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	664-665	Experiment 21B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#14
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	294	#7
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(E) analyze the effects of temperature on fats in food preparation	(i) analyze the effects of temperature on fats in food preparation	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	281-282	Differing Melting and Solidification Points
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#22
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	296-297	Experiment 10A
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	284-285	Transfer Heat
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(F) conduct laboratory experiments using the scientific processes to explore the functions of fats in food production	(i) conduct laboratory experiments using the scientific processes to explore the functions of fats in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	284-288	Functions of Lipids in Food Preparation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#21
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#22
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	296-297	Experiment 10A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	300-301	Experiment 10C

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(G) create food products using saturated and unsaturated fats	(i) create food products using saturated fats	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	286	4th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#21
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	300-301	Experiment 10C
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(15) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:	(G) create food products using saturated and unsaturated fats	(ii) create food products using unsaturated fats	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	293	2nd full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	295	#22
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	296-297	Experiment 10A
			Student/Teacher		9781619604360 (Text) 9781683112327 (Online Student Center)		

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher		9781619604360 (Text) 9781683112327 (Online Student Center)		
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(A) explain the processes of protein denaturation and coagulation	(i) explain the process of protein denaturation	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	311-314	Denaturation of Proteins
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	328	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	328	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	336-337	Experiment 11C
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(A) explain the processes of protein denaturation and coagulation	(ii) explain the process of protein coagulation	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	311	6th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	336-337	Experiment 11C

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	328	#7
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(B) examine the functions of proteins in food productions such as emulsifiers, foams, and gluten formation	(i) examine the functions of proteins in food productions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	314-319	Functions of Protein in Food
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	328	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	329	#15
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(C) analyze the effect of temperature on protein in food production and storage	(i) analyze the effect of temperature on protein in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	312	Temperature Changes
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	328	#10
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	329	#18

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	320	3rd full paragraph
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(C) analyze the effect of temperature on protein in food production and storage	(ii) analyze the effect of temperature on protein in food storage	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	320	"Eggs"actly Stable
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	328	#12
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	319-320	Principles of Storing and Cooking Eggs
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(D) explore moist and dry heat methods for preparing protein-rich foods	(i) explore moist methods for preparing protein-rich foods	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	321-322	Principles of Cooking Meat
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	LA-1-2	Lab Activity: Beef Stew
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(D) explore moist and dry heat methods for preparing protein-rich foods	(ii) explore dry heat methods for preparing protein-rich foods	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	322	1st full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	LA-1-2	Lab Activity: Beef Stew
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(16) The student evaluates the properties of proteins and their effects on food production. The student is expected to:	(E) create food products using protein	(i) create food products using protein	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	314-319	Functions of Protein in Food
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	336-337	Experiment 11C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	334-335	Experiment 11B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	329	#26
			Student/Teacher		9781619604360 (Text) 9781683112327 (Online Student Center)		

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(17) The student evaluates the properties of vitamins and minerals and their effects on food production. The student is expected to:	(A) discuss the functions of vitamins and minerals in food production	(i) discuss the functions of vitamins in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	371	Figure 13-1
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	392	#1
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	375	Figure 13-3
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	392	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	398-399	Experiment 13C
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(17) The student evaluates the properties of vitamins and minerals and their effects on food production. The student is expected to:	(A) discuss the functions of vitamins and minerals in food production	(ii) discuss the functions of minerals in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	378	Figure 13-5
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	394-395	Experiment 13A

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	383	Figure 13-8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	396-394	Experiment 13B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	392	#7-8
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(17) The student evaluates the properties of vitamins and minerals and their effects on food production. The student is expected to:	(B) compare the effects of food production on water- and fat-soluble vitamins	(i) compare the effects of food production on water-soluble vitamins	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	374-376	Water-Soluble Vitamins
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	398-399	Experiment 13C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	392	#4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(17) The student evaluates the properties of vitamins and minerals and their effects on food production. The student is expected to:	(B) compare the effects of food production on water- and fat-soluble vitamins	(ii) compare the effects of food production on fat-soluble vitamins	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	371-374	Fat-Soluble Vitamins

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	393	#18
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	392	#1
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(17) The student evaluates the properties of vitamins and minerals and their effects on food production. The student is expected to:	(C) assess the interrelationships among vitamins and minerals in food production	(i) assess the interrelationships among vitamins and minerals in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	373	1st and 2nd full paragraphs
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	392	#7
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	381	5th full paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	393	#14
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(A) identify the properties of water	(i) identify the properties of water	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	179-185	The Structure of Water

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#2
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#16
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#3
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#4
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(B) compare the effects of hard and soft water on food production	(i) compare the effects of hard and soft water on food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	199	1st incomplete paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#15
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(C) analyze the phases of water and their effects on food production	(i) analyze the phases of water on food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	182-185	Pressure, Temperature, and Phase Changes

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#26
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	185-190	Functions of Water in Food Preparation; Preparation Tip
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(C) analyze the phases of water and their effects on food production	(ii) analyze the effects [of phases of water] on food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	185-190	Functions of Water in Food Preparation; Preparation Tip
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#26
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#9
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(D) explain the functions of water in food production such as a heat medium and a solvent and create a food product	(i) explain the functions of water in food production	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	185-190	Functions of Water in Food Preparation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#1
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	200	#8
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#26
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(D) explain the functions of water in food production such as a heat medium and a solvent and create a food product	(ii) create a food product	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	187	Cooking with Steam
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	189-190	Salt and Sugar Solutions, Tea and Coffee
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#26
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	170-171	Experiment 6A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	755-757	Activity 24C

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(E) conduct laboratory experiments using the scientific processes to explore the functions of water in food productions	(i) conduct laboratory experiments using the scientific processes to explore the functions of water in food productions	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	185-190	Functions of Water in Food Preparation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#26
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	204-205	Experiment 7B
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	170-171	Experiment 6A
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(18) The student evaluates the properties of water and their effects on food production. The student is expected to:	(F) create food products using water as a heat medium or a solvent	(i) create food products using water as a heat medium or a solvent	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	186-190	Heat Medium, The Most Common Solvent
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	201	#26
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	170-171	Experiment 6A

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	191	The Solution to Brewing the Perfect Cup
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(19) The student analyzes processes that destroy bacteria during food production. The student is expected to:	(A) examine the food irradiation process	(i) examine the food irradiation process	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	633-640	Food Irradiation
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	660	#1
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	660	#3
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	661	#21
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(19) The student analyzes processes that destroy bacteria during food production. The student is expected to:	(B) investigate the pasteurization process	(i) investigate the pasteurization process	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	504	1st full paragraph, Figure 17-9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	622	#4

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#7
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	574	Pasteurization
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(20) The student examines packaging and labeling guidelines. The student is expected to:	(A) research federal food packaging guidelines	(i) research federal food packaging guidelines	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	10–13	Government Regulation Today
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	22	#5
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	660	#7
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	641-642	Last paragraph on 641, 1st paragraph on 642
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(20) The student examines packaging and labeling guidelines. The student is expected to:	(B) analyze components of appropriate commercial food containers	(i) analyze components of appropriate commercial food containers	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	642-646	Types of Packaging Materials

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	660	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	661	#19
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	661	#24
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	661	#27
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(20) The student examines packaging and labeling guidelines. The student is expected to:	(C) describe controlled-atmosphere packaging	(i) describe controlled-atmosphere packaging	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	647-650	CAP and MAP
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	660	#10
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	660	#11
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(20) The student examines packaging and labeling guidelines. The student is expected to:	(D) describe information required on a food label	(i) describe information required on a food label	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	786-788	General Food Labeling Requirements, Nutrition Labeling
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	824	#1
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(21) The student analyzes food preservation processes. The student is expected to:	(A) describe reasons for food preservation	(i) describe reasons for food preservation	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	161	Food Preservation, 1st paragraph
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#1
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	573	2nd full paragraph
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(21) The student analyzes food preservation processes. The student is expected to:	(B) compare methods of dehydration and create a food product using dehydration	(i) compare methods of dehydration	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	610-616	Dehydration Methods, Home-Dried Foods

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	622	#6
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	622	#7
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	623	#23
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(21) The student analyzes food preservation processes. The student is expected to:	(B) compare methods of dehydration and create a food product using dehydration	(ii) create a food product using dehydration	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	610-616	Dehydration Methods, Home-Dried Foods
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	624-625	Experiment 20A
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	629-631	Experiment 20C
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	623	#17
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	623	#22
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(21) The student analyzes food preservation processes. The student is expected to:	(C) analyze various methods of personal and commercial food canning	(i) analyze various methods of personal food canning	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	582-584	Home Canning Methods
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#10
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#8
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(21) The student analyzes food preservation processes. The student is expected to:	(C) analyze various methods of personal and commercial food canning	(ii) analyze various methods of commercial food canning	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	581-582	Aseptic Canning
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#9
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#6
			Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	122	Canning with Electrical Energy
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
			Teacher Only				
(21) The student analyzes food preservation processes. The student is expected to:	(D) examine the various methods of personal and commercial food freezing	(i) examine the various methods of personal food freezing	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	590-591	Still Air Contact
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#15
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(21) The student analyzes food preservation processes. The student is expected to:	(D) examine the various methods of personal and commercial food freezing	(ii) examine the various methods of commercial food freezing	Student/Teacher	Narrative	9781619604360 (Text) 9781683112327 (Online Student Center)	590-592	Freezing Methods
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	596	#15
			Student/Teacher	Activity	9781619604360 (Text) 9781683112327 (Online Student Center)	597	#27
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
			Teacher Only				

Correlations to the English Language Proficiency Standards (ELPS): Student Material						
Subject	Chapter 112. Science					
Subchapter	Subchapter C. High School					
Course Title	§130.256. Food Science					
Publisher	Goodheart-Willcox Publisher					
Program Title	Principles of Food Science					
Program ISBN	9781683112327 (Online Student Center)					
The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2014 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.						
(c) Cross-curricular second language acquisition essential knowledge and skills						
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	5	Reading Prep
				9781619604360 (Text)	303	Reading Prep
				9781619604360 (Text)	433	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	303	Reading Prep
				9781619604360 (Text)	433	Reading Prep
				9781619604360 (Text)	633	Reading Prep
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(1) use strategic learning techniques to acquire basic and grade-level vocabulary	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	243	Reading Prep
				9781619604360 (Text)	401	Reading Prep
				9781619604360 (Text)	573	Reading Prep
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(1) use accessible language and learn new and essential language in the process	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(1) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(1) develop and expand repertoire of learning strategies	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(1) distinguish sounds of English with increasing ease	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(2) distinguish intonation patterns of English with increasing ease	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(1) recognize elements of the English sound system in newly acquired vocabulary	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(2) learn new expressions heard during classroom instruction and interactions	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	18-19	Activity: Scientific Evaluation Crossword
				9781619604360 (Text)	46-47	Activity: What's the Matter?

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	243	Reading Prep
				9781619604360 (Text)	401	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	211	Reading Prep
				9781619604360 (Text)	493	Reading Prep
				9781619604360 (Text)	605	Reading Prep
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(2) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	271	Reading Prep
				9781619604360 (Text)	459	Reading Prep
				9781619604360 (Text)	731	Reading Prep
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	271	Reading Prep
				9781619604360 (Text)	459	Reading Prep
				9781619604360 (Text)	731	Reading Prep
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(1) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Teaching Visual 3-1

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	369	Reading Prep
				9781619604360 (Text)	731	Reading Prep
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	6 to 7	Reproducible Master 1-4
				9781619604360 (Text)	8	Reproducible Master 1-5
				9781619604360 (Text)	9	Reproducible Master 1-6
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	401	Reading Prep
				9781619604360 (Text)	573	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	271	Reading Prep
				9781619604360 (Text)	459	Reading Prep
				9781619604360 (Text)	731	Reading Prep
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions		T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	147	Reading Prep
				9781619604360 (Text)	271	Reading Prep
				9781619604360 (Text)	303	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	759	Reading Prep
				9781619604360 (Text)	401	Reading Prep
				9781619604360 (Text)	573	Reading Prep
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	5	Reading Prep
				9781619604360 (Text)	433	Reading Prep
				9781619604360 (Text)	633	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(1) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(2) describe with increasing specificity and detail as more English is acquired	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	46-47	Activity: What's the Matter?
				9781619604360 (Text)	86	Activity: Understanding Water
				9781619604360 (Text)	98-99	Activity: Sugar Facts

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(2) adapt spoken language appropriately for informal purposes	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(1) learn relationships between sounds and letters of the English language	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(2) decode (sound out) words using a combination of skills	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(1) recognize directionality of English reading	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(1) develop basic sight vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	9	Reproducible Master 1-6

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	3	Reproducible Master 18-2
				9781619604360 (Text)	3	Reproducible Master 15-2
				9781619604360 (Text)	3	Reproducible Master 22-1

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	401	Reading Prep
				9781619604360 (Text)	573	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(4) comprehend English language structures used routinely in written classroom materials	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	6 to 7	Reproducible Master 1-4
				9781619604360 (Text)	8	Reproducible Master 1-5
				9781619604360 (Text)	9	Reproducible Master 1-6

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text		T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Teaching Visual 3-1
				9781619604360 (Text)	1	Teaching Visual 4-1
				9781619604360 (Text)	3	Reproducible Master 2-1

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(1) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(1) use visual and contextual support to read grade-appropriate content area text	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	5	Reading Prep
				9781619604360 (Text)	433	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604360 (Text)	633	Reading Prep
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(2) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	271	Reading Prep
				9781619604360 (Text)	459	Reading Prep
				9781619604360 (Text)	731	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	401	Reading Prep
				9781619604360 (Text)	573	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	5	Reading Prep
				9781619604360 (Text)	369	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604360 (Text)	531	Reading Prep
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(6) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	147	Reading Prep
				9781619604360 (Text)	243	Reading Prep
				9781619604360 (Text)	303	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(7) use support from peers and teachers to enhance and confirm understanding	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	147	Reading Prep
				9781619604360 (Text)	243	Reading Prep
				9781619604360 (Text)	339	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	31	Reading Prep
				9781619604360 (Text)	401	Reading Prep
				9781619604360 (Text)	573	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	9	Reproducible Master 1-6
				9781619604360 (Text)	6 to 7	Reproducible Master 1-4
				9781619604360 (Text)	8	Reproducible Master 1-5

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	23	#16
				9781619604360 (Text)	23	#17
				9781619604360 (Text)	303	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	271	Reading Prep
				9781619604360 (Text)	339	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604360 (Text)	63	Reading Prep
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	22-23	Chapter Review
				9781619604360 (Text)	52-53	Chapter Review
				9781619604360 (Text)	78-79	Chapter Review

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	271	Reading Prep
				9781619604360 (Text)	459	Reading Prep
				9781619604360 (Text)	731	Reading Prep

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(1) read silently with increasing ease for longer periods	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(2) read silently with increasing comprehension for longer periods	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(2) expand reading skills commensurate with content area needs	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs		NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(1) write using newly acquired basic vocabulary	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(2) write using content-based grade-level vocabulary	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(1) spell familiar English words with increasing accuracy	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(2) employ English spelling pattern with increasing accuracy as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(3) employ English spelling rules with increasing accuracy as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA	NA	NA	NA

Correlations to the English Language Proficiency Standards (ELPS): Teacher Material

Subject	Chapter 112. Science
Subchapter	Subchapter C. High School
Course Title	§130.256. Food Science
Publisher	Goodheart-Willcox Publisher
Program Title	Principles of Food Science
Program ISBN	9781683112327 (Online Student Center)

The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2014 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9781619604360 (Text) 9781683112327 (Online Student Center)	1	Chapter 1 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	1	Chapter 11 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 15 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English	T: K-12 S: 6-12	9781619604360 (Printed Textbook) 9781683112389 (Online Student Center)	1	Chapter 11 Lesson Plan, 1st Engage bullet
				9781619604360 (Printed Textbook)	1	Chapter 15 Lesson Plan, 1st Engage bullet
				9781619604360 (Printed Textbook)	1	Chapter 21 Lesson Plan, 1st Engage bullet
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 11 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 15 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 21 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(1) use strategic learning techniques to acquire basic and grade-level vocabulary	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 9 Lesson Plan, 1st
				9781619604360 (Text)	1	Chapter 14 Lesson Plan,
				9781619604360 (Text)	1	Chapter 19 Lesson Plan,
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process		T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	3	Chapter 1 Lesson Plan, 1st bullet
				9781619604360 (Text)	9	Reproducible Master 1-6
				9781619604360 (Text)	1	Chapter 2 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(1) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations		NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(1) distinguish sounds of English with increasing ease	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(2) distinguish intonation patterns of English with increasing ease	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions	T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	3	Chapter 1 Lesson Plan, 1st bullet
				9781619604360 (Text)	9	Reproducible Master 1-6
				9781619604360 (Text)	2	Chapter 1 Lesson Plan, 3rd Explain bullet
				9781619604360 (Text)	6 to 7	Reproducible Master 1-4
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(2) learn new expressions heard during classroom instruction and interactions	T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 1 Lesson Plan, 6th Extend bullet
				9781619604360 (Text)	8	Reproducible Master 1-5
				9781619604360 (Text)	2	Chapter 4 Lesson Plan, 1st Explore bullet
				9781619604360 (Text)	2	Chapter 4 Lesson Plan, 3rd Explore bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(3) learn basic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	2	Chapter 2 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	2	Chapter 3 Lesson Plan, 2nd Engage bullet
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(4) learn academic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	2	Chapter 2 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	2	Chapter 3 Lesson Plan, 2nd Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 1 Lesson Plan, 3rd Engage bullet
				9781619604360 (Text)	2	Chapter 2 Lesson Plan, 1st bullet
				9781619604360 (Text)	1	Chapter 3 Lesson Plan, 2nd Engage bullet
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 9 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 14 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 8 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 17 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 20 Lesson Plan, 1st Engage bullet
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	(2) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 24 Lesson Plan, 1st Engage bullet
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 24 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 24 Lesson Plan, 1st Engage bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 3 Lesson Plan, 1st Explain bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 13 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 24 Lesson Plan, 1st Engage bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 1 Lesson Plan, 3rd Explain bullet
				9781619604360 (Text)	2	Chapter 1 Lesson Plan, 3rd Explain bullet
				9781619604360 (Text)	3	Chapter 1 Lesson Plan, 1st Engage bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 2 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	9781619604360 (Text) 9781683112327 (Online Student Center)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 24 Lesson Plan, 1st Engage bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions		T: K-12 S: 6-12	9781619604360 (Text) 9781683112327 (Online Student Center)	1	Chapter 6 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 24 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 25 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 14 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 19 Lesson Plan, 1st Engage bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 1 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 15 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 19 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 3 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	1	Chapter 3 Additional
				9781619604360 (Text)	1	Chapter 24 Additional #1
						Teaching Strategies #2
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 1 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 1 Lesson Plan, 3rd
				9781619604360 (Text)	1	Chapter 2 Additional
						Teaching Strategies #2

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(1) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(2) describe with increasing specificity and detail as more English is acquired	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 4 Lesson Plan, 3rd Explore bullet
				9781619604360 (Text)	2	Chapter 7 Lesson Plan, 2nd
				9781619604360 (Text)	2	Chapter 8 Lesson Plan, 4th

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(2) adapt spoken language appropriately for informal purposes	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(1) learn relationships between sounds and letters of the English language	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(2) decode (sound out) words using a combination of skills	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom		NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(1) develop basic sight vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 4 Lesson Plan, 3rd Explore bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 18 Lesson Plan, 2nd Explain bullet
				9781619604360 (Text)	1	Chapter 15 Lesson Plan, 1st Explore bullet
				9781619604360 (Text)	2	Chapter 22 Lesson Plan, 1st Explain bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 14 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 19 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(4) comprehend English language structures used routinely in written classroom materials	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 1 Lesson Plan, 3rd Explain bullet
				9781619604360 (Text)	2	Chapter 1 Lesson Plan, 6th
				9781619604360 (Text)	3	Chapter 1 Lesson Plan, 1st

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text		T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	2	Chapter 3 Lesson Plan, 1st Explain bullet
				9781619604360 (Text)	2	Chapter 4 Lesson Plan, 1st
				9781619604360 (Text)	2	Chapter 2 Lesson Plan, 2nd Explore bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned		T: K-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 1 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	1	Chapter 1 Lesson Plan, 3rd
				9781619604360 (Text)	2	Chapter 1 Lesson Plan, 1st

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(1) use visual and contextual support to read grade-appropriate content area text	T: K-12 S: 6-12	9781619604360 (Text) 9781683112327 (Online Student Center)	1	Chapter 1 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	1	Chapter 15 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 21 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(2) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 16 Lesson Plan,
				9781619604360 (Text)	1	Chapter 24 Lesson Plan,

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 14 Lesson Plan,
				9781619604360 (Text)	1	Chapter 19 Lesson Plan,

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 1 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	1	Chapter 13 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604360 (Text)	1	Chapter 18 Lesson Plan, 1st Engage bullet
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(6) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 1 Lesson Plan, 2nd Engage bullet
				9781619604360 (Text)	1	Chapter 13 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 18 Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(7) use support from peers and teachers to enhance and confirm understanding	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 6 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 9 Lesson Plan, 1st
				9781619604360 (Text)	1	Chapter 12 Lesson Plan,

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 2 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 14 Lesson Plan,
				9781619604360 (Text)	1	Chapter 19 Lesson Plan,

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	3	Chapter 1 Lesson Plan, 1st bullet
				9781619604360 (Text)	2	Chapter 1 Lesson Plan, 3rd
				9781619604360 (Text)	2	Chapter 1 Lesson Plan, 6th

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 1 Lesson Plan, 3rd Engage bullet
				9781619604360 (Text)	1	Chapter 1 Lesson Plan, 1st
				9781619604360 (Text)	1	Chapter 11 Lesson Plan,

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)		Chapter 12 Lesson Plan,

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604360 (Text)		Chapter 3 Lesson Plan, 1st
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	3	Chapter 1 Lesson Plan, 2nd Evaluate bullet
				9781619604360 (Text)	3	Chapter 2 Lesson Plan, 2nd
				9781619604360 (Text)	2	Chapter 3 Lesson Plan, 2nd

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604360 (Text) 9781683112389 (Online Student Center)	1	Chapter 10 Lesson Plan, 1st Engage bullet
				9781619604360 (Text)	1	Chapter 16 Lesson Plan,
				9781619604360 (Text)	1	Chapter 24 Lesson Plan,

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(1) read silently with increasing ease for longer periods	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(H) read silently with increasing ease and comprehension for longer periods	(2) read silently with increasing comprehension for longer periods	NA	NA	NA	NA

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	(2) expand reading skills commensurate with content area needs	NA	NA	NA	NA

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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs		NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English		NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(1) write using newly acquired basic vocabulary	NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(2) write using content-based grade-level vocabulary	NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(1) spell familiar English words with increasing accuracy	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(2) employ English spelling pattern with increasing accuracy as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(3) employ English spelling rules with increasing accuracy as more English is acquired	NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	NA	NA	NA	NA

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	NA	NA	NA	NA