

AAD— English Language Arts I

Course Code(s):	TBD
Prerequisite(s):	none
Credit:	1
Grade Level:	9-12
Graduation Requirements:	This course satisfies one of four English language arts credit requirements for the alternate academic diploma
Programs of Study and Sequence:	This is the first English language arts high school course
Teacher Endorsement(s):	TBD

Course Requirements

English Language Arts I	
Anchor Conventions of Standard English (CSE): Demonstrate command of standard English grammar when speaking or writing.	
AAD.ELA1.L.CSE.1	Demonstrate understanding of a word or phrase in isolation. *
AAD.ELA1.L.CSE.2	Understand and use common present and past tense irregular and active verbs *
AAD.ELA1.L.CSE.3	Speak and write complete sentences with subject-verb agreement. *
AAD.ELA1.L.CSE.4	Produce written communication for personal use including notes, lists, reminders, and calendar notations. *
AAD.ELA1.L.CSE.5	Speak or write an informative sentence in response to a prompt, interrogative or request. *
AAD.ELA1.L.CSE.6	Speak or write an original sentence related to a topic. *
AAD.ELA1.L.CSE.7	Use capitalization at the beginning of sentences, I, personal names, days of the week, and months of the year and ending punctuation correctly. *
Anchor Knowledge of Language (KL): Apply knowledge of language to comprehend more fully when reading or listening	
AAD.ELA1.L.KL.1	Understand simple and compound sentences within a context heard and/or read ✓
AAD.ELA1.L.KL.2	Use non-verbal cues and tone to determine the intent of a speaker when listening. ✓
AAD.ELA1.L.KL.3	Use reference materials (i.e. dictionary, online thesaurus), picture symbols, or photos to determine and clarify meaning. ✓
AAD.ELA1.L.KL.4	Distinguish between declarative and interrogative sentences heard.

1
7 weeks

2
6 weeks

English Language Arts I	
AAD.ELA1.L.KL.5	Respond appropriately to declarative and interrogative sentences heard. ✓
Anchor Vocabulary Acquisition and Use (VAU): Acquire, use, define or clarify the meaning of words and phrases using context cues, meaningful word parts, and reference materials, as appropriate	
AAD.ELA1.L.VAU.1	Use a modeled strategy to determine the meaning of an unknown word. 910.RWL.b1 ✓
AAD.ELA1.L.VAU.2	Use newly acquired word(s) appropriately when speaking or writing. ✓
AAD.ELA1.L.VAU.3	Use a reference material (i.e., dictionary) to confirm or clarify the meaning of a word. ✓
AAD.ELA1.L.VAU.4	Use age-appropriate content specific vocabulary correctly when speaking or writing. ✓
AAD.ELA1.L.VAU.5	Categorize acquired vocabulary by form, function, class, or other characteristic. ✓

Standards Numbering Notes

The numbering is not exactly parallel to the state standards but is designed to create some consistency across disciplines for the special education teachers who may be teaching multiple subjects.

The following system was used to number the English language arts standards:

AAD.ELA1.L.KL.16

Alternate academic diploma (**AAD**) standards

English language arts I (**ELA1**) is the course

Language (**L**) is the conceptual category

Anchor Knowledge of language (**KL**) is the domain.

1 is the standard number in the domain (standards numbered consecutively within each cluster)

For standards that align to the MSAA Core Content Connectors (CCC), the code for that connector will appear after the standard and either begins with an "H" indicating high school level.

Foundational Literacy Standards

Students who are assessed on the alternate assessment may require foundational literacy skills instruction and support in addition to the course requirements. The following is intended as an instructional guide to support literacy development. The skills are listed in order of least to most complex within each skill domain.

Foundational Literacy Standards
Anchor Print Concepts (PC): Understand and recognize the symbolic representation of sounds and words through print

Foundational Literacy Standards	
Standards	
AAD.FL.PC.1	Follow words and pictures from top to bottom, left to right, and page by page.
AAD.FL.PC.2	Identify upper and lower case letters.
AAD.FL.PC.3	Differentiate between a letter, word, phrase, sentence as depicted by print features such as spacing and punctuation.
AA.FL.PC.4	Recognize the distinguishing features on print such as capitalizing first word, proper nouns, "I" and ending punctuation variation (., !, ?).
Anchor Phonological Awareness (PA): Demonstrate understanding of relationship between sounds, words, and syllables	
Standards	
AAD.FL.PA.1	Identify the consonant, blend or digraph sound heard in the initial, medial, and/or final position of a spoken word.
AAD.FL.PA.2	Identify the medial vowel sound heard in a word.
AAD.FL.PA.3	Identify the number of sounds in a spoken word when segmented.
AAD.FL.PA.4	Recognize rhyming words.
AAD.FL.PA.5	Identify the number of syllables or segments within a word.
AAD.FL.PA.6	Identify the word created by blending spoken phonemes.
Anchor Phonics and Word Recognition (PWR): Demonstrate ability to decode isolated words and within text.	
Standards	
AAD.FL.PWR.1	Read common high-frequency words by sight, including environmental text and personally significant words such as family member names.
AAD.FL.PWR.2	Distinguish between similarly spelled words by identifying the letter(s) that are different.
AAD.FL.PWR.3	Decode regularly spelled one-syllable words including long and short vowel sounds.
AAD.FL.PWR.4	Decode words that include prefixes and/or common Latin suffixes.
AAD.FL.PWR.5	Decode multisyllabic regularly spelled words.
AAD.FL.PWR.6	Use context cues, syllabication patterns and morphology to decode words within text.
Anchor Word Composition (WC): Application of phonics and word analysis to the encoding of words.	
Standards	

Foundational Literacy Standards	
AAD.FL.WC.1	Write a string of letters for each word being communicated.
AAD.FL.WC.2	Write some common and frequently used words (am, and, like, the, student's name).
AAD.FL.WC.3	Spell untaught words phonetically using phonemic awareness and spelling conventions.
AAD.FL.WC.4	Spell one-syllable words with common vowel spelling patterns including, VC, CVC, CVCe, common vowel teams, and final-y.
AAD.FL.WC.5	Consult a dictionary or other reference material to determine correct spelling of a word.
AAD.FL.WC.6	Use convention spelling for one-syllable words including complex consonant blends, less common long vowel teams, r-controlled vowels, contractions, plurals, and possessives.
AAD.FL.WC.7	Use conventional spelling for two- and three-syllable words containing combined syllable types, compounds, and common prefixes and/or suffixes.
AAD.FL.WC.8	Spell multi-syllabic words correctly using spelling patterns and consulting references as needed.
Anchor Fluency (F): Read with sufficient accuracy and fluency to comprehend text.	
Standards	
AAD.FL.F.1	Demonstrate the meaning of pictures or picture symbols.
AAD.FL.F.2	Demonstrate the meaning of common high frequency and environmental text.
AAD.FL.F.3	Read a rebus (some less common/decodable words are replaced with a picture or symbol) with purpose and understanding.
AAD.FL.F.4	Use context cues to confirm or self-correct word recognition and understanding.
AAD.FL.F.5	Read text with accuracy and at an appropriate rate given repeated reading of the same passage.
AAD.FL.F.6	Read text with purpose and understanding given repeated reading of the same passage.
AAD.FL.F.7	Use text features (chart, picture, caption) to confirm understanding.
AAD.FL.F.8	Independently self-correct word recognition and understanding.
Anchor Sentence Composition (SC): Demonstrate conventions of standard English when communicating both when speaking (orally, with low tech communication system, or speech generating device) and in writing.	
Standards	
AAD.FL.SC.1	Produce a simple declarative sentence in speech and in writing.
AAD.FL.SC.2	Use frequently occurring pronouns when speaking.
AAD.FL.SC.3	Use regular plural nouns when speaking.

Foundational Literacy Standards	
AAD.FL.SC.4	Capitalize the beginning of a sentence and use ending punctuation in writing.
AAD.FL.SC.5	Capitalize names of people, months of the year, and days of the week in writing.
AAD.FL.SC.6	Produce and expand a simple declarative, exclamatory, and interrogative sentence.
AAD.FL.SC.7	Use articles, frequent conjunctions, and possessive and personal pronouns in speech and in writing.
AAD.FL.SC.8	Use single and plural nouns with correct verbs in basic spoken and written sentences.
AAD.FL.SC.9	Write a simple sentence to a topic or prompt.
AAD.FL.SC.10	Capitalize holidays and geographic names.
AAD.FL.SC.11	Use adjectives and adverbs correctly when speaking or writing.
AAD.FL.SC.12	Use past tense of verbs including frequently used irregular verbs when speaking or writing.
AAD.FL.SC.13	Form and use frequently occurring irregular plural nouns when speaking or writing.
AAD.FL.SC.14	Write two or more sentences about a single topic.
AAD.FL.SC.15	Write a cohesive paragraph including main idea and details.
AAD.FL.SC.16	Form and use comparative and superlative adjectives and adverbs correctly when speaking and writing.
AAD.FL.SC.17	Produce simple, compound, and complex sentences when speaking and writing.
AAD.FL.SC.18	Form and use multiple verb tenses including past and progressive when speaking or writing.
AAD.FL.SC.19	Use commas in addresses, dates, and in a series.
AAD.FL.SC.20	Capitalize appropriate words in titles.
AAD.FL.SC.21	Write two or more cohesive paragraphs on a topic.
AAD.FL.SC.22	Use quotation marks in dialogue.
Anchor Vocabulary Acquisition (VA): Determine or clarify the meaning of an unknown word or multiple meaning word using context cues and/or reference materials	
Standards	
AAD.FL.VA.1	Make a real life connection between a word and its use, location in the environment, picture symbol, demonstration, or similar meaning word.
AAD.FL.VA.2	Sort common objects into categories by form, function, or feature.
AAD.FL.VA.3	Sort words into categories by concept.
AAD.FL.VA.4	Define and use the two or more meanings of a multi-meaning word (bat=flying animal or sports equipment).
AAD.FL.VA.5	Use reference material (glossary, dictionary, etc.) to determine and clarify the meaning of an unknown words. 910.RWL.a1, 1112.RWL.a1

Foundational Literacy Standards	
AAD.FL.VA.6	Use sentence level context to determine the meaning of an unknown word.
AAD.FL.VA.7	Use a root word to determine the possible meaning of an unknown word.
AAD.FL.VA.8	Use context to determine the possible meaning of an unknown word. 910.RWL.b1, 1112.RWL.b1
AAD.FL.VA.9	Use suffix and/or prefix to determine the meaning of unknown word.
AAD.FL.VA.10	Use newly acquired vocabulary word correctly when speaking. 910.RWL.b2, 1112.RWL.b2
AAD.FL.VA.11	Interpret figurative language including metaphors and similes.
AAD.FL.VA.12	Use reference materials to identify a synonym, antonym and/or part of speech for an unknown word. 910.RWL.a2, 910.RWL.a3, 910.RWL.a4, 1112.RWL.a2, 1112.RWL.a3, 1112.RWL.a4
AAD.FL.VA.13	Use newly acquired vocabulary correctly within writing. 910.RWL.b2, 1112.RWL.b2
AAD.FL.VA.14	Use similes, metaphors, or analogies within writing. 1112.RWL.b3

AAD—English Language Arts IV

Course Code(s):	TBD
Prerequisite(s):	English language arts III or AAD English language arts III
Credit:	1
Grade Level:	9-12
Graduation Requirements:	This course satisfies one of four English language arts credit requirements for the alternate academic diploma
Programs of Study and Sequence:	This is the fourth English language arts high school course
Teacher Endorsement(s):	TBD

Course Requirements

English Language Arts IV	
Anchor Conventions of Standard English (CSE): Demonstrate command of standard English grammar when speaking or writing.	
AAD.ELA4.L.CSE.1	Demonstrate understanding of phrases within a larger text or context. *
AAD. ELA4.L.CSE.2	Understand the use and conjugation of frequently used <u>verbs</u> including linking verbs within both spoken and written text. *
AAD.ELA4.L.CSE.3	Speak or write using a combination of <u>simple</u> , <u>compound</u> , and/or <u>complex sentences</u> . *
AAD.ELA4.L.CSE.4	Speak or write using varied voice, relative time (<u>past</u> , <u>present</u> , <u>future</u>) and mood. *
AAD.ELA4.L.CSE.5	Speak or <u>write</u> multiple <u>paragraphs</u> to an <u>informative topic</u> <u>researched</u> . <u>summary</u> *
AAD.ELA4.L.CSE.6	<u>Speak or write an original narrative story</u> that includes <u>characters</u> , <u>setting</u> , <u>plot</u> , <u>conflict</u> or <u>climax</u> , and <u>resolution</u> . ✓
AAD.ELA4.L.CSE.7	Use <u>capitalization</u> , <u>ending punctuation</u> , and commas including commas in a series, date, or address correctly. *
Anchor Knowledge of Language (KL): Apply knowledge of language to comprehend more fully when reading or listening	
AAD.ELA4.L.KL.1	Understand complex sentences and <u>figurative language</u> heard and/or read. ✓

1
7 weeks

move to end of year

2
5 weeks

English Language Arts IV	
AAD.ELA4.L.KL.2	Use <u>non-verbal cues</u> and <u>tone</u> to determine the intent of a speaker when listening. ✓
AAD.ELA4.L.KL.3	Use <u>context cues</u> and text features such as <u>diagrams</u> , <u>photos</u> , and <u>charts</u> to determine and clarify meaning. ✓
AAD.ELA4.L.KL.4	Distinguish between <u>declarative</u> , <u>interrogative</u> , <u>imperative</u> , and <u>exclamatory sentences</u> heard and/or read. ✓
AAD.ELA4.L.KL.5	Respond appropriately to <u>declarative</u> , <u>interrogative</u> , <u>imperative</u> , and <u>exclamatory sentences</u> heard and/or read. ✓
Anchor Vocabulary Acquisition and Use (VAU): Acquire, use, define or clarify the meaning of words and phrases using context cues, meaningful word parts, and reference materials, as appropriate	
AAD.ELA4.L.VAU.1	Demonstrate strategies for acquiring the meaning of an <u>unknown word</u> , phrase, or figurative clause within context. 1112.RWL.b1 ✓
AAD.ELA4.L.VAU.2	Use <u>newly acquired word(s)</u> or phrase(s) <u>appropriately</u> when <u>speaking or writing</u> . ✓
AAD.ELA4.L.VAU.3	Use a reference material (i.e., online or print <u>dictionary</u>) to confirm or clarify meaning of a word, phrase, or figurative clause. ✓
AAD.ELA4.L.VAU.4	Use age-appropriate content specific vocabulary correctly when speaking or writing.

3
(6 weeks)

Standards Numbering Notes

The numbering is not exactly parallel to the state standards but is designed to create some consistency across disciplines for the special education teachers who may be teaching multiple subjects.

The following system was used to number the English language arts standards:

AAD.ELA1.L.KL.16

Alternate academic diploma (**AAD**) standards

English language arts I (**ELA1**) is the course

Language (**L**) is the conceptual category

Anchor Knowledge of language (**KL**) is the domain.

1 is the standard number in the domain (standards numbered consecutively within each cluster)

For standards that align to the MSAA Core Content Connectors (CCC), the code for that connector will appear after the standard and either begins with an "H" indicating high school level.

Foundational Literacy Standards

Students who are assessed on the alternate assessment may require foundational literacy skills instruction and support in addition to the course requirements. The following is intended as an instructional guide to support literacy development. The skills are listed in order of least to most complex within each skill domain.

Foundational Literacy Standards	
Anchor Print Concepts (PC): Understand and recognize the symbolic representation of sounds and words through print	
Standards	
AAD.FL.PC.1	Follow words and pictures from top to bottom, left to right, and page by page.
AAD.FL.PC.2	Identify upper and lower case letters.
AAD.FL.PC.3	Differentiate between a letter, word, phrase, sentence as depicted by print features such as spacing and punctuation.
AA.FL.PC.4	Recognize the distinguishing features on print such as capitalizing first word, proper nouns, "I" and ending punctuation variation (., !, ?).
Anchor Phonological Awareness (PA): Demonstrate understanding of relationship between sounds, words, and syllables	
Standards	
AAD.FL.PA.1	Identify the consonant, blend or digraph sound heard in the initial, medial, and/or final position of a spoken word.
AAD.FL.PA.2	Identify the medial vowel sound heard in a word.
AAD.FL.PA.3	Identify the number of sounds in a spoken word when segmented.
AAD.FL.PA.4	Recognize rhyming words.
AAD.FL.PA.5	Identify the number of syllables or segments within a word.
AAD.FL.PA.6	Identify the word created by blending spoken phonemes.
Anchor Phonics and Word Recognition (PWR): Demonstrate ability to decode isolated words and within text.	
Standards	
AAD.FL.PWR.1	Read common high-frequency words by sight, including environmental text and personally significant words such as family member names.
AAD.FL.PWR.2	Distinguish between similarly spelled words by identifying the letter(s) that are different.
AAD.FL.PWR.3	Decode regularly spelled one-syllable words including long and short vowel sounds.

Foundational Literacy Standards	
AAD.FL.PWR.4	Decode words that include prefixes and/or common Latin suffixes.
AAD.FL.PWR.5	Decode multisyllabic regularly spelled words.
AAD.FL.PWR.6	Use context cues, syllabication patterns and morphology to decode words within text.
Anchor Word Composition (WC): Application of phonics and word analysis to the encoding of words.	
Standards	
AAD.FL.WC.1	Write a string of letters for each word being communicated.
AAD.FL.WC.2	Write some common and frequently used words (am, and, like, the, student's name).
AAD.FL.WC.3	Spell untaught words phonetically using phonemic awareness and spelling conventions.
AAD.FL.WC.4	Spell one-syllable words with common vowel spelling patterns including, VC, CVC, CVCe, common vowel teams, and final-y.
AAD.FL.WC.5	Consult a dictionary or other reference material to determine correct spelling of a word.
AAD.FL.WC.6	Use convention spelling for one-syllable words including complex consonant blends, less common long vowel teams, r-controlled vowels, <u>contractions</u> , plurals, and possessives.
AAD.FL.WC.7	Use conventional spelling for two- and three-syllable words containing combined syllable types, compounds, and common prefixes and/or suffixes.
AAD.FL.WC.8	Spell multi-syllabic words correctly using spelling patterns and consulting references as needed.
Anchor Fluency (F): Read with sufficient accuracy and fluency to comprehend text.	
Standards	
AAD.FL.F.1	Demonstrate the meaning of pictures or picture symbols.
AAD.FL.F.2	Demonstrate the meaning of common high frequency and environmental text.
AAD.FL.F.3	Read a rebus (some less common/decodable words are replaced with a picture or symbol) with purpose and understanding.
AAD.FL.F.4	Use context cues to confirm or self-correct word recognition and understanding
AAD.FL.F.5	Read text with accuracy and at an appropriate rate given repeated reading of the same passage.

Foundational Literacy Standards	
AAD.FL.F.6	Read text with purpose and understanding given repeated reading of the same passage. ✓
AAD.FL.F.7	Use text features (chart, picture, caption) to confirm understanding. ✓
AAD.FL.F.8	Independently self-correct word recognition and understanding.
Anchor Sentence Composition (SC): Demonstrate conventions of standard English when communicating both when speaking (orally, with low tech communication system, or speech generating device) and in writing.	
Standards	
AAD.FL.SC.1	Produce a simple declarative sentence in speech and in writing.
AAD.FL.SC.2	Use frequently occurring pronouns when speaking.
AAD.FL.SC.3	Use regular plural nouns when speaking.
AAD.FL.SC.4	Capitalize the beginning of a sentence and use ending punctuation in writing.
AAD.FL.SC.5	Capitalize names of people, months of the year, and days of the week in writing.
AAD.FL.SC.6	Produce and expand a simple declarative, exclamatory, and interrogative sentence.
AAD.FL.SC.7	Use articles, frequent conjunctions, and possessive and personal pronouns in speech and in writing.
AAD.FL.SC.8	Use single and plural nouns with correct verbs in basic spoken and written sentences.
AAD.FL.SC.9	Write a simple sentence to a topic or prompt.
AAD.FL.SC.10	Capitalize holidays and geographic names. ✓
AAD.FL.SC.11	Use adjectives and adverbs correctly when speaking or writing. ✓
AAD.FL.SC.12	Use past tense of verbs including frequently used irregular verbs when speaking or writing.
AAD.FL.SC.13	Form and use frequently occurring irregular plural nouns when speaking or writing.
AAD.FL.SC.14	Write two or more sentences about a single topic.
AAD.FL.SC.15	Write a cohesive paragraph including main idea and details. ✓
AAD.FL.SC.16	Form and use comparative and superlative adjectives and adverbs correctly when speaking and writing.
AAD.FL.SC.17	Produce simple, compound, and complex sentences when speaking and writing.
AAD.FL.SC.18	Form and use multiple verb tenses including past and progressive when speaking or writing.
AAD.FL.SC.19	Use commas in addresses, dates, and in a series.
AAD.FL.SC.20	Capitalize appropriate words in titles. ✓
AAD.FL.SC.21	Write two or more cohesive paragraphs on a topic.

Foundational Literacy Standards	
AAD.FL.SC.22	Use quotation marks in dialogue.
Anchor Vocabulary Acquisition (VA): Determine or clarify the meaning of an unknown word or multiple meaning word using context cues and/or reference materials	
Standards	
AAD.FL.VA.1	Make a real life connection between a word and its use, location in the environment, picture symbol, demonstration, or similar meaning word. ✓
AAD.FL.VA.2	Sort common objects into categories by form, function, or feature.
AAD.FL.VA.3	Sort words into categories by concept.
AAD.FL.VA.4	Define and use the two or more meanings of a multi-meaning word (bat=flying animal or sports equipment).
AAD.FL.VA.5	Use <u>reference material</u> (glossary, dictionary, etc.) to determine and clarify the meaning of an unknown words. 910.RWL.a1, 1112.RWL.a1 <i>author study</i>
AAD.FL.VA.6	Use sentence level context to determine the meaning of an unknown word.
AAD.FL.VA.7	Use a root word to determine the possible meaning of an unknown word.
AAD.FL.VA.8	Use context to determine the possible meaning of an unknown word. 910.RWL.b1, 1112.RWL.b1 ✓
AAD.FL.VA.9	Use suffix and/or prefix to determine the meaning of unknown word.
AAD.FL.VA.10	Use newly acquired vocabulary word correctly when speaking. 910.RWL.b2, 1112.RWL.b2
AAD.FL.VA.11	Interpret figurative language including metaphors and similes.
AAD.FL.VA.12	Use reference materials to identify a synonym, antonym and/or part of speech for an unknown word. 910.RWL.a2, 910.RWL.a3, 910.RWL.a4, 1112.RWL.a2, 1112.RWL.a3, 1112.RWL.a4 ✓
AAD.FL.VA.13	Use newly acquired vocabulary correctly within writing. 910.RWL.b2, 1112.RWL.b2 ✓
AAD.FL.VA.14	Use similes, metaphors, or analogies within writing. 1112.RWL.b3



Education

AAD—Earth and Space Science

Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9-12
Graduation Requirements:	This course satisfies one of three science credit requirements for the alternate academic diploma
Programs of Study and Sequence:	This is a part of the science program of study.
Teacher Endorsement(s):	TBD

Course Requirements

Earth's Place in the Universe (ESS1)	
AAD.ES.ESS1.1	Recognize the <u>sun</u> as a star and that stars change and have a life span. *
AAD.ES.ESS1.2	Construct a <u>model</u> to demonstrate an understanding of the <u>Milky Way</u> as a galaxy composed of planets and stars and that it is only one <u>galaxy</u> within the universe. *
AAD.ES.ESS1.3	Construct a <u>model</u> to demonstrate the changes of sunlight on the surface of the Earth's when the <u>orbit</u> and <u>axis</u> of rotation changes. *
AAD.ES.ESS1.4	Compare and contrast objects within the solar system including <u>sun</u> , <u>planets</u> , <u>satellites</u> , and <u>asteroids</u> . *
Earth's Systems (ESS2)	
AAD.ES.ESS2.1	Construct or use a <u>model</u> of the <u>Earth's structures</u> : a hot but solid <u>inner core</u> , a <u>liquid outer core</u> , solid <u>mantle</u> and <u>crust</u> with <u>tectonic plates</u> . *
AAD.ES.ESS2.2	Recognize the Earth's system as dynamic with changes caused by <u>tectonic events</u> , <u>ocean circulation</u> , <u>volcanic activity</u> , <u>glaciers</u> , <u>vegetation</u> , and human activity.
AAD.ES.ESS2.3	Recognize the <u>abundance of water</u> of the Earth's surface and the <u>ability of water to absorb, store, and release energy</u> ; transmit sunlight; and dissolve and transport materials.

1
(4 weeks)

2
(6 weeks)

AAD.ES.ESS2.4	Use data, <u>weather maps</u> , and other scientific tools to predict weather conditions.	✓
AAD.ES.ESS2.5	Recognize multiple sources of <u>energy</u> used within Tennessee.	✓
AAD.ES.ESS2.6	Recognize that humans generate carbon dioxide, impacting the chemical makeup of the atmosphere, and discuss ways to reduce the carbon footprint created by an individual.	✓
Earth and Human Activity (ESS3)		
AAD.ES.ESS3.1	Discuss the relationship between the geographic location of attainable resources and human society.	✓
AAD.ES.ESS3.2	Compare and contrast the use of <u>renewable</u> (<u>solar</u> wind and water power) and <u>nonrenewable</u> (coal an oil) <u>energy</u> sources.	✓
AAD.ES.ESS3.3	Discuss the impact of <u>natural disasters</u> on individuals and society. <u>earthquakes,</u>	✓
AAD.ES.ESS3.4	Identify scientific and technological contributions that are reducing the use of resources and/or the impact of pollution and waste.	✓

3
(4 weeks)

Standards Numbering Notes

The numbering is not exactly parallel to the state standards but is designed to create some consistency across disciplines for the special education teachers who may be teaching multiple subjects.

The following system was used to number the science standards:
AAD.BIO1.LS1.1

Alternate academic diploma (**AAD**) standards

Biology I (**BIO1**) is the course

Life Science 1 (**LS1**) is the first core idea in the life science progression

1 is the standard number in the core idea (standards numbered consecutively within each cluster)

TNDepartment of
Education**AAD—World History and Geography**

Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9-12
Graduation Requirements:	This course satisfies one of three social studies credit requirements for the alternate academic diploma
Programs of Study and Sequence:	This is typically the fourth social studies course in the program of study.
Teacher Endorsement(s):	TBD

Course Requirements

Age of Revolution (1750-1850)	
Overview: Students will analyze English efforts to limit the power of monarchs, the Age of Enlightenment, the American Revolution, and the French Revolution and discuss their enduring effects on political expectations for self-government and individual liberty	
AAD.WHG.1	Describe the divine right of kings including Louis XIV and Peter the Great.
AAD.WHG.2	Compare monarchy and democracy governments.
AAD.WHG.3	Discuss how the ideas of Enlightenment inspired Thomas Jefferson, the Declaration of Independence and the American Revolution.
The Industrial Revolution (1750s-1900s)	
Overview: Students will analyze the emergence of the Industrial Revolution in Europe and the geographic, economic, political, and social implications of the changes that resulted from it.	
AAD.WHG.4	Explain how mechanization during the Agricultural Revolution impacted population growth and rural to urban migration in Europe and north American cities.
AAD.WHG.5	Discuss the impact of scientific and technological innovations (electricity, steam engine, new methods of transportation) led to massive social, economic, and demographic changes.
AAD.WHG.6	Evaluate the industrialism of Europe in terms of social benefits and costs.
AAD.WHG.7	Compare capitalism and socialism.

(1
2 WKS)2
(2 WKS)*
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Nationalism and Imperialism (1850-1914)	
Overview: Students will analyze patterns of European nationalism and imperialism, including the cultural, geographic, and political effects on colonized regions.	
AAD.WHG.8	Describe the rise of Anti-Semitism in Europe during this time period.
AAD.WHG.9	Define nationalism and imperialism.
AAD.WHG.10	Identify and describe natural resources and geographic features of Africa that impacted global trade.
AAD.WHG.11	Discuss the impact of global trade on culture and culture diffusion between China, Europe, and Africa.
World War I through the Depression (1910s-1930s)	
Overview: Students will analyze the causes and course of World War I, the military, economic, and political effects of the war, and the causes and consequences of the global depression of the 1930s.	
AAD.WHG.12	Explain and identify tensions between nations that led to regional conflicts.
AAD.WHG.13	Discuss the effect of the war on European civilians including food shortages, industrial production of war materials, and women as workers.
AAD.WHG.14	Describe the impacts of war including loss of human life, food shortages, spread of disease, and the economic toll.
AAD.WHG.15	Describe the collapse of international economies that led to the Great Depression on employment and relationship between the US and Europe.
Rise of Totalitarianism and World War II (1930s-1945)	
Overview: Students will analyze the rise of fascism and totalitarianism after World War I, the causes and course of World War II, and the military, economic, and political effects of the war.	
AAD.WHG.16	Explain how the economy and nationalism in Germany and Japan.
AAD.WHG.17	Compare the power and goals of Adolf Hitler, Benito Mussolini, and Joseph Stalin.
AAD.WHG.18	Explain how geography and technology (airplanes and radar) influenced wartime strategy (bombing, kamikaze, and "island hopping").
AAD.WHG.19	Describe the roles of leaders during World War II including Winston Churchill, Adolf Hitler, President Franklin D. Roosevelt, and President Harry S. Truman.
AAD.WHG.20	Discuss and describe the persecution of Jews and other targeted groups in Europe leading up to and throughout World War II and explain why people were not able to leave to resist persecution.

3
(3 wks)

4
(2 wks)

5
(4 wks)

AAD.WHG.21	Discuss the mass murder of the Jews in Nazi-controlled lands and the experiences of the holocaust victims and survivors.
Cold War (1945-1991)	
Overview: Students will analyze events and changes that resulted from the post-World War II rivalry between communist and democratic governments.	
AAD.WHG.22	Describe the characteristics of the Cold War and the tension between the U.S. and Soviet Union.
AAD.WHG.23	Explain the role of the nuclear arms race and arms control agreements between the U.S. and Soviet Union.
AAD.WHG.24	Discuss the impact of the collapse of communist governments in the Soviet Union and Eastern Europe.
Creation of New States and Decolonization (1940s-1980s)	
Overview: Students will analyze the development of new states that resulted from post-World War II decolonization, migration, political change, economic development, and ideological conflict.	
AAD.WHG.25	Explain the push and pull factors of migration.
AAD.WHG.26	Describe the fight against the apartheid system in South Africa including the role of Nelson Mandela.
AAD.WHG.27	Discuss the response of Arab countries to the creation of the State of Israel and the peace process in the Middle East.
Understanding the Contemporary World (1980s- present)	
Overview: Students will analyze the major developments and globalization in the world since the end of the Cold War.	
AAD.WHG.28	Evaluate the impact of geospatial technologies (such as GPS and GIS) on transportation, city planning, and communication.
AAD.WHG.29	Analyze the impact of drug and human trafficking in the contemporary era.
AAD.WHG.30	Describe the impact of technology on cultural, economic, and global interactions.
AAD.WHG.31	Describe the goals of trade organizations and treaties.
AAD.WHG.32	Describe the implications for a transition from fossil fuels to alternative and renewable energy sources.

Standards Numbering Notes

The numbering is not exactly parallel to the state standards but is designed to create some consistency across disciplines for the special education teachers who may be teaching multiple subjects.

The following system was used to number the science standards:

AAD.USHG.1

Alternate academic diploma (**AAD**) standards

United States History and Geography (**USHG**) is the course

1 is the standard number in the core idea (standards numbered consecutively within each cluster)

AAD—Algebra I

Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9-12
Graduation Requirements:	This course satisfies one of four mathematics credit requirements for the alternate academic diploma
Programs of Study and Sequence:	This is the first course in mathematics program of study.
Teacher Endorsement(s):	TBD

Course Requirements

Conceptual Category: Number and Quantity (N)*		
Domain: Quantities (Q)		
Cluster	Standard Code	Standard
A. Units and quantitative reasoning	AAD.A1.N.Q.A.1	Identify and interpret appropriate quantity represented by a <u>symbol/picture</u> <u>money</u> or <u>number</u> *
	AAD.A1.N.Q.A.2	Recognize and use units to understand problems and guide the solution of the problem including units in formulas, <u>graphs</u> , and <u>data displays</u> *
	AAD.A1.N.Q.A.3	Solve problems involving units of measurement. H.ME.1a2 *
	AAD.A1.N.Q.A.4	Simplify expressions that include exponents H.NO.1a1
Conceptual Category: Algebra (A)		
Domain: Seeing Structure in Expressions (SEE)		
Cluster	Standard Code	Standard

4th
(2 weeks)

1
(2 weeks)

A. Interpret expressions	AAD.A1.A.SEE.A.1*	Interpret accurately compute using the symbols of operation (+, -, x, ÷) and equation (=). <i>mult.</i>
	AAD.A1.A.SEE.A.2	Interpret the parts of an expression including terms and variables (coefficients).
B. Write equivalent expressions	AAD.A1.A.SEE.B.1	Write a linear expression for a graphic representation. (i.e., "3 x 4 =" to represent a drawing of three bags with four pencils in each in a word problem requesting a total).

Conceptual Category: Algebra (A)

Domain: Arithmetic with Polynomials and Rational Expressions (APR)

6
(2 weeks)

Cluster	Standard Code	Standard
A. Perform arithmetic operations on polynomials	AAD.A1.A.APR.A.1	Solve an equation that includes one or two variables. H.PRF.2b2

Conceptual Category: Algebra (A)

Domain: Creating Equations* (CED)

2
(1 week)

Cluster	Standard Code	Standard
A. Create equations to describe numbers, relationships, or represent a graphic/picture	AAD.A1.A.CED.A.1	Write a linear equation for a real world or narrative problem. H.PRF.2b1
	AAD.A1.A.CED.A.2	Create equations to represent the relationship between two quantities.
	AAD.A1.A.CED.A.3	Create an equation from a graphic, data display, or picture representation.

Conceptual Category: Algebra (A)

Domain: Reasoning with Equations and Inequalities (REI)

5
(2 weeks)

Cluster	Standard Code	Standard
A. Understand that solving equations is a	AAD.A1.A.REI.A.1	Solve a multi-step equation or problem using calculation, picture or graphic representations, reference charts, or

process of reasoning		mathematical tools and check the answer to reasonableness.
B. Solve equations to determine equality or inequality	AAD.A1.A.REI.B.1	Compare two quantities or equations for equality and inequality ($>$, $=$, $<$). ✓
C. Solve equations	AAD.A1.A.REI.C.1	Solve equations written in various formats (horizontal, vertical, narrative). ✓
D. Represent and solve equations graphically	AAD.A1.A.REI.D.1	Identify a graphic representation of a linear model of a real world problem. H.PRF.1c1

Conceptual Category: Functions (F)

Domain: Interpreting Functions (IF)

Cluster	Standard Code	Standard
A. Understand patterns of computation	AAD.A1.F.IF.A.1	Understand the relationship of addition to multiplication and subtraction to division (repeated addition is multiplication, repeated subtraction is division)
	AAD.A1.F.IF.A.2	Understand and recognize the calculations for skip counting (e.g., Counting by 5 means each number is 5 more than the last).
B. Interpret and predict based on a pattern demonstrated in context.	AAD.A1.F.IF.B.1	Determine or predict a missing quantity from a representation of a mathematical pattern.
	AAD.A1.F.IF.B.2	Determine or predict based on a graphic model of a pattern. (e.g., Temperature weather chart, running total of projects assembled). H.PRF.2c1
C. Analyze equations	AAD.A1.F.IF.C.1	Write an equivalent or simplified equation (e.g., $5 \times 3 = 15$ is the simplified equivalent of $3 + 3 + 3 + 3 + 3 = 15$)

Conceptual Category: Functions (F)

Domain: Building Functions (BF)

Cluster	Standard Code	Standard
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13
(2 weeks)

4 (1 week)	A. Build an equations that represents the relationship between two quantities	AAD.A1.F.BF.A.1	*Write an equation that shows the relationship between two quantities (e.g., $40 > 14$; $37 = 37$; $20 + 5 = 25$)
Conceptual Category: Functions (F)			
Domain: Linear, Quadratic, and Exponential Models* (LE)			
	Cluster	Standard Code	Standard
9 (3 weeks)	A. Construct and solve linear equations to solve problems	AAD.A1.F.LE.A.1	Create and solve a linear equation for a real world problem.
		AAD.A1.F.LE.A.2	Create and solve a linear equation using a graph, geometric representation, or table.
	B. Solve a linear equation for a missing attribute	AAD.A1.F.LE.B.1	Solve a linear equation to find a missing attribute when given the area, volume, or surface area. H.ME.1b2
Conceptual Category: Statistics and Probability (S)			
Domain: Interpreting Categorical and Quantitative Data (ID)			
	Cluster	Standard Code	Standard
8 (2 weeks)	A. Summarize and interpret data	AAD.A1.S.ID.A.1	Use a graph, data chart, table, histogram, or other data display to draw conclusions or identify trends (i.e., most, least, popular, not as popular)
	B. Develop and interpret data displays	AAD.A1.S.ID.B.1	Create and/or complete a graph from data sets, histograms, or box plots. H.DPS.1b1

Standards Numbering Notes

The numbering is not exactly parallel to the state standards but is designed to create some consistency across disciplines for the special education teachers who may be teaching multiple subjects.

The following system was used to number the mathematics standards:

AAD.A1.A.SSE.A.1

Alternate academic diploma (**AAD**) standards

Algebra I (**A1**) is the course

Algebra (**A**) is the conceptual category

Seeing Structure in Expressions (**SSE**) is the domain.

A is the first cluster (ordered A, B, C etc. for first, second, third cluster within the domain, etc.)

1 is the standard number in the cluster (standards numbered consecutively within each cluster)

Domains indicated with a * are the major work of the grade

For standards that align to the MSAA Core Content Connectors (CCC), the code for that connector will appear after the standard and either begins with an "H" indicating high school level.
