

| Target Type                         | Explanation   | Content Standards Key Words  | Examples   |
|-------------------------------------|---|--|--|
| <b>Knowledge/<br/>Understanding</b> | Some knowledge/facts/concepts to be learned outright; some to be retrieved using reference materials                            | Explain, understand, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select, know   | Vocabulary<br>Measurement concepts<br>U.S. government structure<br>Patterns of growth and development  |
| <b>Reasoning</b>                    | Thinking proficiencies - using knowledge to solve a problem, make a decision, plan, etc.  | <p><u>Analyze</u>: components, parts, ingredients, logical sequence, steps, main idea, supporting details, determine, dissect, examine, order</p> <p><u>Compare/contrast</u>: discriminate between alike and different, distinguish between similarities and differences, juxtapose</p> <p><u>Synthesize</u>: combine into, blend, formulate, organize, adapt, modify</p> <p><u>Classify</u>: categorize, sort, group, give examples</p> <p><u>Infer/deduce</u>: interpret, implications, draw conclusions, predict, hypothesize, generalize</p> <p><u>Evaluate</u>: justify, support opinion, think critically, appraise, critique, debate, defend, dispute, evaluate, judge, prove</p> | Think critically<br>Analyze authors' use of language<br>Solve problems<br>Compare forms of government<br>Self-evaluation<br>Analyze health information |
| <b>Skills</b>                       | Behavioral demonstrations; where the doing is what is important; using knowledge and reasoning to perform skillfully            | Observe, focus attention, listen, perform, do, question, conduct, work, read, speak, assemble, operate, use, demonstrate, measure, investigate, model, collect, dramatize, explore   | Read fluently<br>Oral presentation<br>Play an instrument<br>Use laboratory equipment<br>Conduct investigations   |
| <b>Products</b>                     | Where the characteristics of the final product are important; using knowledge, reasoning, and skills to produce a final product | Design, produce, create, develop, make, write, draw, represent, display, model, construct  | Writing<br>Artistic products<br>Research reports<br>Make a map<br>Personal fitness plan<br>Make a model that represents a scientific principle         |

|  | Knowledge  | Reasoning   | Skill   | Product  | Disposition                                 |
|--|--|---|---|--|---|
| <b>Mathematics</b>                               | Recognize and describe patterns  | Use statistical methods to describe, analyze, evaluate, and make decisions  | Measures length in metric and US units  | Constructs bar graphs  | Likes mathematics                           |
| <b>Language Arts</b> <i>(reading/literature)</i> | Recognizes similes, metaphors, and analogies   | Formulates questions, makes predictions, verifies and revises understanding while reading                         | Reads aloud with fluency and expression   | None   | Chooses to read for enjoyment               |
| <b>Physical Education</b>                        | Understands long-term physiological benefits of regular participation in physical activity | Analyze fitness assessments to set personal fitness goals; strategize ways to reach goals; evaluate activities    | Dribbles to keep the ball away from an opponent; passes and receives on the move                | Develops a personal health-related fitness plan                        | Plays basketball for fun                    |
| <b>Social Studies</b>                            | Explains the important characteristics of U.S. citizenship                                 | Distinguishes between historical fact and opinion; compares and contrasts points of view from an historical event | Participates in civic discussions with the aim of solving current problems                      | Creates a product that uses social studies content to support a thesis | Intends to vote in every election           |
| <b>Science</b>                                   | Knows that energy can be transformed between various forms                                 | Examines data/results and proposes meaningful interpretation  | Uses simple equipment and tools to gather data  | Constructs physical models of familiar objects                         | Looks forward to science class              |
| <b>Theater</b>                                   | Identifies elements of design in a given play  | Compares and contrasts theater performances from various cultures and times using appropriate arts vocabulary     | Demonstrates relationship and interactive responsibilities of the artist/performer and audience | Creates a scripted scene based on improvised work                      | Wants to participate in community theater   |
| <b>Spanish</b>                                   | Comprehends vocabulary   | Compare and contrast cultural features from the USA and the Spanish-speaking world                                | Pronounces correctly; vowel/consonant sounds, diphthongs  | Writes simple descriptions and narratives                              | Enjoys opportunities to converse in Spanish |