

KINDERGARTEN

Kindergarten	That's The Truth!	Project
Code	Standard	
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
RI.K.10.	Actively engage in group reading activities with purpose and understanding.	
W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
Kindergarten	Circles, Triangles, and Squares - Oh My!	Project
Code	Standard	
G.K.2.	Correctly name shapes regardless of their orientations or overall size.	
G.K.4.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	
G.K.5.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
Kindergarten	Let's Write!	Project
Code	Standard	
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Kindergarten	Needs and Wants	Project
Code	Standard	
MD.K.3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Kindergarten	Think Like A Geologist	Project
Code	Standard	
MD.K.3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Kindergarten	Where Do We Live?	Project

Code	Standard
W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRADE 1

Grade 1	From Fact to Fantasy	Project
Code	Standard	
RI.1.10.	With prompting and support, read informational texts appropriately complex for grade	
RI.1.9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
Grade 1	World of Shapes	Project
Code	Standard	
G.1.1.	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	
Grade 1	What Do You Think?	Project
Code	Standard	
W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
W.1.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Grade 1	Spend, Save, Share	Project
Code	Standard	
RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4(a)	Read on-level text with purpose and understanding.	
RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1(c) Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Grade 1	Out Of This World	Project
Code	Standard	
W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	

Grade 1	Where in the World	Project
Code	Standard	
RI.1.1.	Ask and answer questions about key details in a text.	
RI.1.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
RI.1.10.	With prompting and support, read informational texts appropriately complex for grade	
W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	
W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

GRADE 2

Grade 2	Every Picture Tells A Story	Project
Code	Standard	
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	

Grade 2	The Shapes of Our Lives	Project
Code	Standard	
G.2.1.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
Grade 2	Friendly Letters	Project
Code	Standard	
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Grade 2	Rainy Day Savings	Project
Code	Standard	
MD.2.8.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	
SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.	
Grade 2	Rock Stars	Project
Code	Standard	
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
Grade 2	It's Natural	Project
Code	Standard	
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.	

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE 3

Grade 3

The Life and Times

Project

Code

Standard

RI.3.6.

Distinguish their own point of view from that of the author of a text.

W.3.3.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3(a)

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3(c)

Use temporal words and phrases to signal event order.

W.3.3(d)

Provide a sense of closure.

W.3.4.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.6.

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Grade 3

Riddle Me This

Project

Code

Standard

G.3.1.

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Grade 3

Write It Up!

Project

Code

Standard

W.3.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2(a)

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2(b)

Develop the topic with facts, definitions, and details.

W.3.2(c)

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2(d)

Provide a concluding statement or section.

W.3.4.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Grade 3	Stand By Your Plan	Project
Code	Standard	
NBT.3.1.	Use place value understanding to round whole numbers to the nearest 10 or 100.	
NBT.3.2.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL.3.5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	

Grade 3	Back to Nature	Project
Code	Standard	
RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	
RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	

Grade 3	A Look From Above	Project
Code	Standard	
RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	
RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	

GRADE 4

Grade 4	State The Facts	Project
Code	Standard	
RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Grade 4	Find the Angle	Project
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Code	Standard
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- G.4.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

- G.4.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

Grade 4	Let's Be Safe Online	Project
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Code	Standard
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- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Grade 4	Be Money Smart	Project
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Code	Standard
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- NF.4.4(c) Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Grade 4	Outlining the Water Cycle	Project
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Code	Standard
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- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Grade 4	State Regions	Project
Code	Standard	
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	

GRADE 5

Grade 5	Finding Facts in Fiction	Project
Code	Standard	
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	

Grade 5	What's the Point?	Project
Code	Standard	
G.5.1.	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
G.5.2.	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	
Grade 5	Advice Column	Project
Code	Standard	
W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	
W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.	
W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
W.5.1(d)	Provide a concluding statement or section related to the opinion presented.	
W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Grade 5	Decisions, Decisions	Project
Code	Standard	
NBT.5.7.	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
Grade 5	What Is The Alternative?	Project
Code	Standard	
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
Grade 5	Environmental Changes	Project
Code	Standard	
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	

GRADE 6

Grade 6	Small Screens, Big Thinkers	Project
Code	Standard	
RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
Grade 6	Kidtown	Project
Code	Standard	
G.6.1.	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	
Grade 6	Write Like the Pros	Project
Code	Standard	
RI.6.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2(c) Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2(e) Establish and maintain a formal style.
- W.6.2(f) Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3(b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

Grade 6

Take Some Credit

Project

Code

Standard

SP.6.1.

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

SP.6.3.

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Grade 6

Hard Rock, Soft Rock, Why Rock?

Project

Code

Standard

This project is oriented towards science concepts; the Common Core standards for language arts and mathematics do not apply.

Grade 6	Tech No-Nos	Project
Code	Standard	
CCRA-W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	

GRADE 7

Grade 7	Isn't It The Truth?	Project
Code	Standard	
RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
RI.7.6.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
Grade 7	Where 2-D and 3-D Intersect	Project
Code	Standard	
G.7.2.	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	

Grade 7	Writing Paths	Project
Code	Standard	
RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
RI.7.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	

- W.7.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Grade 7	Philanthropy 101	Project
Code	Standard	
SP.7.3.	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	
SP.7.4.	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	

Grade 7	Healthy Watersheds, Healthy Communities	Project
Code	Standard	
	This project is oriented towards science concepts; the Common Core standards for language arts and mathematics do not apply.	

Grade 7	Tech Times	Project
Code	Standard	
	This project is oriented towards social studies concepts; the Common Core standards for language arts and mathematics do not apply.	

GRADE 8

Grade 8	Wiki Project	Project
Code	Standard	
W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.	
W.8.1(b)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
W.8.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 8	Mandala	Project
Code	Standard	
G.8.1	Verify experimentally the properties of rotations, reflections, and translations.	
G.8.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	
Grade 8	Persuasive Essay and the Writing Process	Project
Code	Standard	
W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.8.2(e)	Establish and maintain a formal style.	
W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.	

Grade 8	Building a Balanced Budget	Project
Code	Standard	
F.8.2.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	
F.8.4.	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x , y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
Grade 8	Plate Tectonics	Project
Code	Standard	
RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
Grade 8	The Trail of Tears	Project
Code	Standard	
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.	
RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.	
WHST.6-8.1(a)	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	
WHST.6-8.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
WHST.6-8.1(d)	Establish and maintain a formal style.	
WHST.6-8.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	
WHST.6-8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
WHST.6-8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

WHST.6-8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
WHST.6-8.2(e)	Establish and maintain a formal style and objective tone.
WHST.6-8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.