

A Blueprint for Learning

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

Gateway Mathematics		
Standard Number:		1.0 Number and Operations
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	NS	At Level 1, the student is able to <ul style="list-style-type: none"> select the best estimate for the coordinate of a given point on a number line (only rational); identify the opposite of a rational number; determine the square root of a perfect square less than 169; use exponents to simplify a monomial written in expanded form; apply order of operations when computing with integers using no more than two sets of grouping symbols and exponents 1 and 2; select a reasonable solution for a real-world division problem in which the remainder must be considered.
A	NS	
A	NS	
A	AE	
A	NS	
A	NS	
A	NS	At Level 2, the student is able to <ul style="list-style-type: none"> order a given set of rational numbers (both fraction and decimal notations); identify the reciprocal of a rational number; add and subtract algebraic expressions; multiply two polynomials with each factor having no more than two terms; use estimation to determine a reasonable solution for a tedious arithmetic computation; select ratios and proportions to represent real-world problems (e.g., scale drawings, sampling, etc.).
A	NS	
A	NS	
A	AE	
A	NS	
A	NS	
A	RW	At Level 3, the student is able to <ul style="list-style-type: none"> apply the concept of slope to represent rate of change in a real-world situation.
Performance Indicators		As documented through teacher observation -
Teacher:		
		At Level 1, the student is able to <ul style="list-style-type: none"> connect a variety of real-world situations to integers; use manipulatives to represent commutative and associative properties of addition and multiplication; investigate alternate algorithms that show the relationship of division to subtraction and multiplication to addition; analyze prime and composite numbers; compare and contrast the GCF and LCM of a set of numbers; refine strategies for estimating whole numbers, fractions, and percentages.
		At Level 2, the student is able to <ul style="list-style-type: none"> probe the relationships among various subsets of the real number system; compare and contrast the GCF and LCM of a set of algebraic expressions; construct a number line to describe the absolute value of a number as distance from zero; model operations using real-world situations and physical representations; perform operations on matrices using appropriate technology (addition, subtraction, and scalar multiplication); explore various representations of absolute value.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

**NS = Number Sense/Theory AE = Algebraic Expression EI = Equations & Inequalities
RW = Real World Problems GG= Graphs & Graphing SSG = Spatial Sense & Geometric Concepts**

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		<p>At Level 3, the student is able to</p> <ul style="list-style-type: none">• research the history of prime numbers and their uses;• scrutinize approximate values of real numbers such as pi and the square root of two.
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Standard Number:		2.0 Algebra
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A SSG A AE A AE A AE A EI		<p>At Level 1, the student is able to</p> <ul style="list-style-type: none"> extend a geometric pattern; extend a numerical pattern; translate a verbal expression into an algebraic expression; evaluate a first degree algebraic expression given values for one or more variables; solve one- and two-step linear equations using integers (with integral coefficients and constants).
A EI A EI A GG A EI A EI A EI A GG A GG A AE A GG A RW A EI A GG A EI		<p>At Level 2, the student is able to</p> <ul style="list-style-type: none"> select the algebraic notation which generalizes the pattern represented by data in a given table; translate a verbal sentence into an algebraic equation; select the graph that represents a given linear function expressed in slope-intercept form; solve multi-step linear equations (more than two steps, variables on only one side of the equation); solve multi-step linear equations (more than two steps, with variables on both sides of the equation); solve multi-step linear equations (more than two steps, with one set of parentheses on each side of the equation); select the linear graphs that models the given real-world situation described in a narrative (no data set given); select the linear graph that models the given real-world situation described in a tabular set of data; evaluate an algebraic expression given values for one or more variables using grouping symbols and/or exponents less than four; determine the slope from the graph of a linear equation (no labeled points); apply the concept of rate of change to solve real-world problems; select the appropriate graphical representation of a given linear inequality; select the nonlinear graph that models the given real-world situation or vice versa; identify the graphical representation of the solution to a one-variable inequality on a number line.
A RW A GG A GG		<p>At Level 3, the student is able to</p> <ul style="list-style-type: none"> solve multi-step linear inequalities in real-world situations; recognize the graphical transformation that occurs when coefficients and/or constants of the corresponding linear equations are changed; determine the domain and/or range of a function represented by the graph of real-world situations, <ul style="list-style-type: none"> Select the system of equations that could be used to solve a given real-world problem. Find the solution to a quadratic equation given in standard form (integral solutions and a leading coefficient of one).

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		<ul style="list-style-type: none"> * Select the solution to a quadratic equation given solutions represented in graphical form (integral solutions and a leading coefficient of one). * Select one of the factors $(x + 3)$ of a quadratic equation (integral solutions and a leading coefficient of one). * Select the discriminant of a quadratic equation (integral solutions and a leading coefficient of one). * <i>Recommended by the 2003 committee as additional state performance indicators. Additional state performance indicators will begin to be assessed during 2005-2006.</i>
Performance Indicators		As documented through teacher observation -
Teacher:		
		At Level 1, the student is able to <ul style="list-style-type: none"> • analyze rational number patterns; • describe in writing the pattern for real-world data listed in a function table.
		At Level 2, the student is able to <ul style="list-style-type: none"> • produce an equation to describe the relationship between data sets; • explore patterns including Pascal's Triangle and a Fibonacci sequence; • solve a system of two linear equations using the graphing, elimination, and substitution methods; • defend the selection of a method for solving a system of equations; • represent algebraic expressions and operations using manipulatives; • model the steps for solving simple linear equations using manipulatives; • write an equation that symbolically expresses a problem solving situation; • justify correct results of algebraic procedures; • distinguish between a function and other relationships.
		At Level 3, the student is able to <ul style="list-style-type: none"> • analyze "families of functions" using technology.

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Standard Number:		3.0 Geometry
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	GG	At Level 1, the student is able to <ul style="list-style-type: none"> • identify ordered pairs in the coordinate plane.
A	SSG	At Level 2, the student is able to <ul style="list-style-type: none"> • apply the given Pythagorean theorem to a real life problem illustrated by a diagram (no radicals in answer);
A	SSG	<ul style="list-style-type: none"> • apply proportion and the concepts of similar triangles to find the length of a missing side of a triangle.
A	SSG	At Level 3, the student is able to <ul style="list-style-type: none"> • calculate the distance between two points given the Pythagorean theorem and the distance formula.
Performance Indicators		As documented through teacher observation -
Teacher:		
		At Level 1, the student is able to <ul style="list-style-type: none"> • describe real-world uses of geometric formulas and relationships; • discuss issues related to estimating areas of irregular-shaped figures for real-world uses (i.e., fencing, painting, laying carpet, or purchasing wallpaper or border).
		At Level 2, the student is able to <ul style="list-style-type: none"> • explain how to determine if a triangle is a right triangle when given the measurements of all three sides; • illustrate the Pythagorean theorem by measuring the length, width, and diagonals of rectangular objects; design area models to illustrate the Pythagorean theorem.
		At Level 3, the student is able to <ul style="list-style-type: none"> • determine the height of an object that is difficult to measure by using the properties of similar triangles.

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Standard Number:		4.0 Measurement
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	SSG	At Level 1, the student is able to <ul style="list-style-type: none"> estimate the area of irregular geometric figures on a grid; calculate rates involving cost per unit to determine the best buy (no more than three samples); apply the given formula to determine the area or perimeter of a rectangle.
A	RW	
A	SSG	
A	SSG	At Level 2, the student is able to <ul style="list-style-type: none"> apply the given formula to find the area of a circle, the circumference of a circle, or the volume of a rectangular solid.
A	AE	At Level 3, the student is able to <ul style="list-style-type: none"> select the area representation for a given product of two one-variable binomials with positive constants and coefficients.
Performance Indicators		As documented through teacher observation -
Teacher:		
		At Level 1, the student is able to <ul style="list-style-type: none"> justify the selection of a unit of measure in specific situations; defend estimates of the perimeter and/or area of rectangles and triangles; discover and explain formulas used to compute area and volume.
		At Level 2, the student is able to <ul style="list-style-type: none"> describe the procedure for determining the area of a composite shape in a real-world situation; generalize area formulas using manipulatives for a parallelogram, a triangle, and a trapezoid; defend an estimate for the volume of a container; relate the volume of a container to its shape; analyze precision, accuracy, tolerance, and approximate error in measurement situations.
		At Level 3, the student is able to <ul style="list-style-type: none"> discover the dimensions of a rectangle when given its area and the relationship between two adjacent sides; describe how changes in the dimensions of figures affect perimeter, area, and volume.

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Standard Number:		5.0 Data Analysis and Probability
Performance Indicators	Reporting	As documented through state assessment -
State:	Category	
A	RW	At Level 1, the student is able to <ul style="list-style-type: none"> determine the mean (average) of a given set of real-world data (no more than five two-digit numbers);
A	RW	<ul style="list-style-type: none"> interpret bar graphs representing real-world data;
A	RW	<ul style="list-style-type: none"> interpret circle graphs (pie charts) representing real-world data.
A	GG	At Level 2, the student is able to <ul style="list-style-type: none"> choose the matching linear graph given a set of ordered pairs;
A	GG	<ul style="list-style-type: none"> make a prediction from the graph of a real-world linear data set;
A	RW	<ul style="list-style-type: none"> determine the median for a given set of real-world data (even number of data).
A	RW	At Level 3, the student is able to <ul style="list-style-type: none"> apply counting principles of permutations or combinations in real-world situations.
Performance Indicators		As documented through teacher observation -
Teacher:		
		At Level 1, the student is able to <ul style="list-style-type: none"> design a strategy for collecting real-world data for a scientific investigation; collect and organize real-world data.
		At Level 2, the student is able to <ul style="list-style-type: none"> graph real-world data using a variety of representations; debate the selection of a graphical representation which best describes specific data; model situations to determine theoretical and experimental probabilities; judge the validity of claims made in probabilistic situations; defend the sampling method chosen to conduct a survey.
		At Level 3, the student is able to <ul style="list-style-type: none"> debate possible conclusions that can be supported by given data; make predictions from real-world data using a line of best fit.

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