

CALIFORNIA Correlations



California Common Core State Standards: Mathematics (CA CCSSM) Correlation

Classroom Mathematics California lessons are aligned to the California Common Core State Standards: Mathematics (CA CCSSM). The standards for each lesson are further classified as *Focus*, *Developing*, or *Applied*.

- Focus standards indicate the instructional goal of the lesson and the content assessed on the Lesson Quiz or Comprehension Check.
- Developing standards indicate concepts and skills that are being introduced and developed but will be the focus of a future lesson. These standards will be assessed in a future Lesson Quiz or Comprehension Check.
- Applied standards indicate skills and concepts that were the focus of a previous lesson that have already been assessed. These standards are now considered part of a student’s toolkit and will be applied in this lesson.

Correlation by CA CCSSM

Standard	Lesson(s)
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Focus: 3, 5, 9, 10 Developing: 1, 2 Applied: 4, 25, 26
Add and Subtract within 20.	
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Focus: 1, 2 Applied: 3
Work with equal groups of objects to gain foundations for multiplication.	
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Focus: 32
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Focus: 31 Applied: 32

Standard	Lesson(s)
Number and Operations in Base Ten	
Understand place value.	
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Focus: 12 Applied: 13 Focus: 12 Applied: 13
2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s.	Focus: 15 Developing: 10, 11 Applied: 31, 32
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Focus: 13 Applied: 14, 16, 17
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $+$, and $<$ symbols to record the results of comparisons.	Focus: 14
Use place value understanding and properties of operations to add and subtract.	
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Focus: 6, 7, 8 Applied: 9, 10, 19, 25
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Focus: 19
2.NBT.7 Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Focus: 16, 17, 18 Developing: 15
2.NBT.7.1 Use estimation strategies to make reasonable estimates in problem solving.	Focus: 6 Applied: 7, 9
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Focus: 15 Applied: 16, 17
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	Focus: 6, 7, 8, 16, 17, 18, 19
Measurement and Data	
Measure and estimate lengths in standard units.	
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Focus: 20, 21 Applied: 23, 24
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Focus: 22
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Focus: 23
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Focus: 24

Correlation by CA CCSSM *continued*

Standard	Lesson(s)
Measurement and Data <i>continued</i>	
Relate addition and subtraction to length.	
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Focus: 25
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram.	Focus: 26 Applied: 27
Work with time and money.	
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).	Focus: 11
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	Focus: 10 Applied: 19
Represent and interpret data.	
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Focus: 27
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems, using information presented in a bar graph.	Focus: 4
Geometry	
Reason with shapes and their attributes.	
2.G.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.	Focus: 28
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Focus: 30
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Focus: 29



Standards for Mathematical Practice (SMP) Correlation

Classroom Mathematics California lessons embed the Standards for Mathematical Practice (SMP) to support students in becoming powerful users of mathematics to make sense of their world. The following table shows which SMP are embedded in the lesson structure and which are targeted by the Deepen Understanding feature and in STEM Stories. Further description of how the SMP are integrated into the lessons and built into the framework can be found before the first unit of each volume.

Correlation by SMP

SMP	Lessons and STEM Stories
1 Make sense of problems and persevere in solving them.	Embedded in all Strategy lessons. Targeted in Lesson 5.
2 Reason abstractly and quantitatively.	Embedded in all lessons. Targeted in Lessons 3, 4, 6, 7, 11, 17, 24, 25, 27, 32.
3 Construct viable arguments and critique the reasoning of others.	Embedded in all lessons. Targeted in Lesson 9. STEM Stories: Eugenie Clark
4 Model with mathematics.	Embedded in all Strategy lessons. Targeted in Lessons 3, 5, 8, 9, 10, 18, 26, 31. STEM Stories: John Herrington
5 Use appropriate tools strategically.	Embedded in all Strategy lessons. Targeted in Lessons 6, 7, 20, 21, 23, 27.
6 Attend to precision.	Embedded in all Strategy lessons. Targeted in Lessons 4, 11, 14, 16, 17, 19, 21, 24, 28. STEM Stories: Gladys West
7 Look for and make use of structure.	Embedded in all lessons. Targeted in Lessons in Lessons 1, 2, 6, 7, 8, 10, 13, 14, 15, 16, 17, 18, 25, 26, 28, 30, 32. STEM Stories: Geerat Vermeij
8 Look for and express regularity in repeated reasoning.	Embedded in all Strategy lessons. Targeted in Lessons 1, 2, 9, 13, 15. STEM Stories: Percy Spencer



Classroom Mathematics California

Lesson Correlation

This table identifies for each *Classroom Mathematics California* lesson the *Focus*, *Developing*, and/or *Applied* CA CCSSM standards. It also identifies the SMP that are embedded and which are targeted by a Deepen Understanding.

Correlation by Lesson

Lesson	Standard(s)	SMP
Unit 1 Numbers Within 20: Addition, Subtraction, and Data		
Lesson 1 Mental Math Strategies for Addition	Focus: 2.OA.2 Developing: 2.OA.1	Embedded: 1–8 Targeted: 7, 8
Lesson 2 Mental Math Strategies for Subtraction	Focus: 2.OA.2 Developing: 2.OA.1	Embedded: 1–8 Targeted: 7, 8
Lesson 3 Solve One-Step Word Problems	Focus: 2.OA.1 Applied: 2.OA.2	Embedded: 1–8 Targeted: 2, 4
Lesson 4 Draw and Use Bar Graphs and Picture Graphs	Focus: 2.MD.10 Applied: 2.OA.1	Embedded: 1–8 Targeted: 2, 6
Lesson 5 Solve Two-Step Word Problems	Focus: 2.OA.1	Embedded: 1–8 Targeted: 1, 4
Unit 2 Numbers Within 100: Addition, Subtraction, Time, and Money		
Lesson 6 Add Two-Digit Numbers	Focus: 2.NBT.5, 2.NBT.7.1, 2.NBT.9	Embedded: 1–8 Targeted: 2, 5, 7
Lesson 7 Subtract Two-Digit Numbers	Focus: 2.NBT.5, 2.NBT.9 Applied: 2.NBT.7.1	Embedded: 1–8 Targeted: 2, 5, 7
Lesson 8 Use Addition and Subtraction Strategies with Two-Digit Numbers	Focus: 2.NBT.5, 2.NBT.9	Embedded: 1–8 Targeted: 4, 7
Lesson 9 Solve Word Problems with Two-Digit Numbers	Focus: 2.OA.1 Applied: 2.NBT.5, 2.NBT.7.1	Embedded: 1–8 Targeted: 3, 4, 8
Lesson 10 Solve Word Problems Involving Money	Focus: 2.MD.8, 2.OA.1 Developing: 2.NBT.2 Applied: 2.NBT.5	Embedded: 1–8 Targeted: 4, 7
Lesson 11 Time and Time Relationships	Focus: 2.MD.7 Developing: 2.NBT.2	Embedded: 1–8 Targeted: 2, 6
Unit 3 Numbers Within 1,000: Place Value, Addition, and Subtraction		
Lesson 12 Understand Three-Digit Numbers	Focus: 2.NBT.1, 2.NBT.1.a, 2.NBT.1.b	Embedded: 2, 3, 7
Lesson 13 Read and Write Three-Digit Numbers	Focus: 2.NBT.3 Applied: 2.NBT.1, 2.NBT.1.a, 2.NBT.1.b	Embedded: 1–8 Targeted: 7, 8
Lesson 14 Compare Three-Digit Numbers	Focus: 2.NBT.4 Applied: 2.NBT.3	Embedded: 1–8 Targeted: 6, 7

Lesson	Standard(s)	SMP
Unit 3 Numbers Within 1,000: Place Value, Addition, and Subtraction <i>continued</i>		
Lesson 15 Mental Addition and Subtraction	Focus: 2.NBT.2, 2.NBT.8 Developing: 2.NBT.7	Embedded: 1–8 Targeted: 7, 8
Lesson 16 Add Three-Digit Numbers	Focus: 2.NBT.7, 2.NBT.9 Applied: 2.NBT.3, 2.NBT.8	Embedded: 1–8 Targeted: 6, 7
Lesson 17 Subtract Three-Digit Numbers	Focus: 2.NBT.7, 2.NBT.9 Applied: 2.NBT.3, 2.NBT.8	Embedded: 1–8 Targeted: 2, 6, 7
Lesson 18 Use Addition and Subtraction Strategies with Three-Digit Numbers	Focus: 2.NBT.7, 2.NBT.9	Embedded: 1–8 Targeted: 4, 7
Lesson 19 Add Several Two-Digit Numbers	Focus: 2.NBT.6, 2.NBT.9 Applied: 2.NBT.5, 2.MD.8	Embedded: 1–8 Targeted: 6
Unit 4 Length: Measurement, Addition and Subtraction, and Line Plots		
Lesson 20 Measure in Inches and Centimeters	Focus: 2.MD.1	Embedded: 1–8 Targeted: 5
Lesson 21 Measure in Feet and Meters	Focus: 2.MD.1	Embedded: 1–8 Targeted: 5, 6
Lesson 22 Understand Measurement with Different Units	Focus: 2.MD.2	Embedded: 2, 3, 7
Lesson 23 Estimate and Measure Length	Focus: 2.MD.3 Applied: 2.MD.1	Embedded: 1–8 Targeted: 5
Lesson 24 Compare Lengths	Focus: 2.MD.4 Applied: 2.MD.1	Embedded: 1–8 Targeted: 2, 6
Lesson 25 Add and Subtract Lengths	Focus: 2.MD.5 Applied: 2.OA.1, 2.NBT.5	Embedded: 1–8 Targeted: 2, 7
Lesson 26 Add and Subtract on the Number Line	Focus: 2.MD.6 Applied: 2.OA.1	Embedded: 1–8 Targeted: 4, 7
Lesson 27 Read and Make Line Plots	Focus: 2.MD.9 Applied: 2.MD.6	Embedded: 1–8 Targeted: 2, 5
Unit 5 Shapes and Skip-Counting: Partitioning and Tiling Shapes, Arrays, Evens and Odds		
Lesson 28 Recognize and Draw Shapes	Focus: 2.G.1	Embedded: 1–8 Targeted: 6, 7
Lesson 29 Understand Partitioning Shapes into Halves, Thirds, and Fourths	Focus: 2.G.3	Embedded: 2, 3, 7
Lesson 30 Partition Rectangles	Focus: 2.G.2	Embedded: 1–8 Targeted: 7
Lesson 31 Add Using Arrays	Focus: 2.OA.4 Applied: 2.NBT.2	Embedded: 1–8 Targeted: 4
Lesson 32 Even and Odd Numbers	Focus: 2.OA.3 Applied: 2.NBT.2, 2.OA.4	Embedded: 1–8 Targeted: 2, 7



English Language Development (ELD) Standards Correlation

Classroom Mathematics California supports English Language Development (ELD) standards throughout the program.

The Try-Discuss-Connect instructional framework provides opportunities for students to focus on and practice **ELD.PI.2.1** *Exchanging information and ideas*, **ELD.PI.2.3** *Offering opinions*, **ELD.PI.2.5** *Listening actively*, **ELD.PI.2.6** *Reading/viewing closely*, and **ELD.PI.2.11** *Supporting opinions*.

Part I: Interacting in Meaningful Ways

ELD Standard	Supported In
Exchanging information and ideas	
ELD.PI.2.1.Em Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and learned phrases.	English Learner Differentiation: L1S1, L3S1, L4S1, L4S3, L5S2, L6S2, L7S1, L7S3, L7S5, L8S1, L8S2, L8S4, L9S1, L9S5, L10S1, L11S1, L11S2, L11S3, L11S5, L12S2, L13S1, L13S2, L14S1, L14S3, L15S3, L15S4, L16S1, L16S3, L17S3, L17S4, L18S3, L19S2, L20S1, L21S2, L21S3, L21S4, L22S1, L22S2, L22S3, L23S1, L23S2, L24S2, L24S3, L24S4, L25S1, L25S2, L26S1, L27S2, L27S3, L27S4, L28S1, L28S2, L29S2, L29S3, L31S1, L31S3, L32S3 Develop Academic Language: L1S2, L1S3, L2S2, L3S3, L7S3, L10S2, L11S2, L13S3, L15S2, L16S2, L22S2, L22S3, L26S3
ELD.PI.2.1.Ex Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	
ELD.PI.2.1.Br Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.	
Interacting via written English	
ELD.PI.2.2.Em Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	English Learner Differentiation: L3S3, L4S3, L6S4, L10S2, L11S3, L11S5, L12S3, L13S3, L15S1, L16S1, L17S4, L22S1, L26S1, L27S1, L27S3, L27S4 Develop Academic Language: L13S3, L14S3, L15S3
ELD.PI.2.2.Ex Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	
ELD.PI.2.2.Br Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	
Offering opinions	
ELD.PI.2.3.Em Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i>), as well as open responses, in order to gain and/or hold the floor.	English Learner Differentiation: L1S2, L6S3, L7S2, L12S1, L14S4, L18S2, L19S3, L20S1, L30S2 Develop Academic Language: L4S2, L6S3, L11S2, L14S3, L15S3, L21S3, L24S3, L25S3
ELD.PI.2.3.Ex Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.	
ELD.PI.2.3.Br Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	

Citation Key L = Lesson, S = Session

ELD Standard	Supported In
Adapting language choices	
ELD.PI.2.4.Em Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	English Learner Differentiation: L2S1, L2S2, L3S2, L23S1 Develop Academic Language: L4S2, L17S2
ELD.PI.2.4.Ex Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	
ELD.PI.2.4.Br Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	
Listening actively	
ELD.PI.2.5.Em Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	English Learner Differentiation: L1S1, L2S2, L4S1, L7S1, L10S4, L12S1, L13S4, L18S1, L29S1, L30S3, L32S2 Develop Academic Language: L8S2, L9S2, L19S2
ELD.PI.2.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	
ELD.PI.2.5.Br Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	
Reading/viewing closely	
ELD.PI.2.6.Em Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	English Learner Differentiation: L2S1, L2S3, L3S3, L3S4, L4S2, L6S5, L7S1, L7S4, L8S3, L8S4, L9S1, L9S3, L10S2, L10S3, L10S5, L11S1, L11S2, L11S4, L12S3, L13S1, L13S4, L14S1, L14S2, L15S1, L15S2, L15S4, L16S2, L16S4, L17S2, L17S3, L18S2, L18S4, L21S1, L21S3, L22S3, L24S1, L24S2, L24S3, L25S3, L26S2, L26S3, L28S4, L29S3, L30S1, L31S2, L31S3, L32S1 Develop Academic Language: L4S3, L5S3, L6S4, L10S3, L16S2, L26S3, L27S2
ELD.PI.2.6.Ex Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	
ELD.PI.2.6.Br Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	
Evaluating language choices	
ELD.PI.2.7.Em Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	English Learner Differentiation: L2S2, L4S2, L6S1, L19S1, L20S1, L20S3, L26S4, L27S1, L29S1, L30S1, L32S2 Develop Academic Language: L2S3, L9S2, L17S2, L17S3, L29S2
ELD.PI.2.7.Ex Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.	
ELD.PI.2.7.Br Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.	

Part I: Interacting in Meaningful Ways *continued*

ELD Standard	Supported In
Analyzing language choices	
ELD.PI.2.8.Em Distinguish how two different frequently used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience.	English Learner Differentiation: L2S4, L6S4, L7S5, L23S1, L24S4, L25S4, L32S1, L32S2 Develop Academic Language: L7S4, L8S3, L19S2, L31S2, L32S2
ELD.PI.2.8.Ex Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.	
ELD.PI.2.8.Br Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> or <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.	
Presenting	
ELD.PI.2.9.Em Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	Math in Action: In every unit; use Oral Presentation Checklist.
ELD.PI.2.9.Ex Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	
ELD.PI.2.9.Br Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).	
Writing	
ELD.PI.2.10.Em Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	English Learner Differentiation: L1S2, L1S3, L1S4, L4S4, L5S4, L6S2, L7S2, L8S3, L9S2, L9S5, L13S2, L15S2, L15S3, L16S3, L16S4, L18S3, L19S1, L20S2, L20S3, L22S2, L23S3, L24S1, L25S1, L25S4, L26S2, L26S4, L27S4, L28S3, L28S4, L29S2, L30S1, L30S2, L30S3, L31S3, L32S3
ELD.PI.2.10.Ex Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	
ELD.PI.2.10.Br Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	
Supporting opinions	
ELD.PI.2.11.Em Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	English Learner Differentiation: L1S2, L5S3, L5S4, L8S4, L10S1, L10S4, L13S3, L14S4, L17S2, L18S3, L19S3, L21S2, L21S4, L22S1, L22S2, L22S3, L28S2, L28S3, L30S2, L30S3 Develop Academic Language: L3S3, L6S3, L12S2, L21S3, L25S3, L27S2
ELD.PI.2.11.Ex Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	
ELD.PI.2.11.Br Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	

ELD Standard	Supported In
Selecting language resources	
ELD.PI.2.12a.Em Retell texts and recount experiences by using key words.	English Learner Differentiation: L1S1, L5S1, L7S3, L8S1, L9S4, L11S3, L11S5, L16S2, L17S1, L18S1, L18S4, L19S2, L21S1, L23S3, L26S3, L27S3, L28S1, L31S2
ELD.PI.2.12a.Ex Retell texts and recount experiences using complete sentences and key words.	
ELD.PI.2.12a.Br Retell texts and recount experiences using increasingly detailed complete sentences and key words.	
ELD.PI.2.12b.Em Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.	English Learner Differentiation: L1S3, L2S3, L3S1, L6S1, L6S3, L10S3, L11S1, L11S2, L11S4, L13S2, L14S1, L14S4, L21S1, L23S2, L25S1, L25S4, L27S1, L27S2, L29S1, L31S1, L32S2 Develop Academic Language: L3S2, L5S2, L6S2, L7S2, L9S3, L9S4, L10S4, L11S4, L13S2, L14S2, L16S3, L18S2, L18S3, L20S2, L21S2, L23S2, L24S2, L25S2, L26S2, L27S3, L28S2, L28S3, L29S2, L30S2, L31S2, L32S2 Build Your Vocabulary: Every unit Support Vocabulary Development: Every lesson, Session 1 Vocabulary Cards: Every unit
ELD.PI.2.12b.Ex Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.	
ELD.PI.2.12b.Br Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket</i>) to create an effect, precision, and shades of meaning while speaking and writing.	

Part II: Learning About How English Works

ELD Standard	Supported In
Understanding text structure	
ELD.PII.2.1.Em Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	English Learner Differentiation: L1S4, L3S4, L5S4, L6S4, L9S3, L14S2, L16S3, L16S4, L19S1, L19S3, L24S2, L28S4
ELD.PII.2.1.Ex Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	
ELD.PII.2.1.Br Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.	

Part II: Learning About How English Works *continued*

ELD Standard	Supported In
Understanding cohesion	
ELD.PII.2.2.Em Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i>) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	English Learner Differentiation: L1S4, L5S2, L5S3, L6S2, L8S1, L8S2, L9S2, L12S2, L17S1, L20S2, L23S3 Develop Academic Language: L3S2, L6S2, L10S2
ELD.PII.2.2.Ex Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>after a long time, first/ next</i>) to comprehending texts and writing texts with increasing independence.	
ELD.PII.2.2.Br Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, suddenly</i>) to comprehending and writing texts independently.	
Using verbs and verb phrases	
ELD.PII.2.3a.Em Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L2S4, L3S2, L5S1, L17S2, L20S3, L26S1 Develop Academic Language: L1S3, L9S3
ELD.PII.2.3a.Ex Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.	
ELD.PII.2.3a.Br Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.	
ELD.PII.2.3b.Em Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L2S4, L8S2, L16S2, L18S1, L24S3, L32S3
ELD.PII.2.3b.Ex Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	
ELD.PII.2.3b.Br Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.	
Using nouns and noun phrases	
ELD.PII.2.4.Em Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L3S3, L7S4, L9S3, L9S5, L17S4, L24S4, L25S2, L28S2 Develop Academic Language: L10S3, L10S4
ELD.PII.2.4.Ex Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.	
ELD.PII.2.4.Br Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.	

ELD Standard	Supported In
Modifying to add details	
ELD.PII.2.5.Em Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L7S2, L24S1, L31S1 Develop Academic Language: L15S2, L21S2
ELD.PII.2.5.Ex Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	
ELD.PII.2.5.Br Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.	
Connecting ideas	
ELD.PII.2.6.Em Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L1S3, L4S4, L6S5, L7S3, L8S3, L9S2, L9S4, L10S3, L21S2, L25S3, L26S3 Develop Academic Language: L7S3, L12S2, L22S2
ELD.PII.2.6.Ex Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) with increasing independence.	
ELD.PII.2.6.Br Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich</i>) independently.	
Condensing ideas	
ELD.PII.2.7.Em Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. → It's green and red</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	English Learner Differentiation: L6S5, L10S5 Develop Academic Language: L4S3
ELD.PII.2.7.Ex Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rain forest. → It's a green and red plant that's found in the rain forest</i>) to create precise and detailed sentences with increasing independence.	
ELD.PII.2.7.Br Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rain forest. → It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences independently.	

California Big Ideas Correlation

California has identified Big Ideas that support students in connecting concepts instead of seeing mathematics as a series of discrete topics. *Classroom Mathematics California* lessons support students in building Big Ideas in lessons, across units, and throughout the program.

Unit and Lesson Correlation

The table below shows where each Big Idea is addressed.

Big Idea	Unit and Lesson(s)
Dollars and Cents	Unit 2: Lesson 10
Measure and Compare Objects	Unit 4: Lessons 20, 21, 22, 23, 24
Number Strategies	Unit 1: Lessons 1, 2, 3, 5 Unit 2: Lessons 6, 7, 8, 9 Unit 3: Lessons 15, 16, 17, 18, 19
Problem Solving with Measure	Unit 4: Lessons 25, 26, 27
Represent Data	Unit 1: Lesson 4 Unit 2: Lesson 11 Unit 4: Lesson 27
Seeing Fractions in Shapes	Unit 5: Lessons 28, 29
Skip Counting to 100	Unit 3: Lessons 12, 13, 14 Unit 5: Lessons 31, 32
Squares in an Array	Unit 5: Lessons 30, 31, 32

Try It Inventory

The Try-Discuss-Connect framework is built around Try It tasks set in relevant real-world contexts. They focus on important mathematics, problem solving, and multiple representations. Each Try It has been aligned to a California Driver of Investigation (Why), Standard for Mathematical Practice (How), and Content Connection (What). You may share the Why-How-What statements from the table below with students to provide an inviting learning intention.

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 1			
1	<i>In order to make sense of the world ...</i>	<i>students will reason abstractly and quantitatively ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world ...</i>	<i>students will reason abstractly and quantitatively ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>students will reason abstractly and quantitatively ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 2			
1	<i>In order to make sense of the world ...</i>	<i>students will reason abstractly and quantitatively ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world ...</i>	<i>students will reason abstractly and quantitatively ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>students will reason abstractly and quantitatively ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 3			
1	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 4			
1	<i>In order to predict what could happen ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while reasoning with data.</i>
2	<i>In order to predict what could happen ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while reasoning with data.</i>
3	<i>In order to impact the future ...</i>	<i>students will model with mathematics ...</i>	<i>while reasoning with data.</i>

Try It Inventory *continued*

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 5			
1	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 6			
1	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
4	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 7			
1	<i>In order to predict what will happen . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
4	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 8			
1	<i>In order to predict what will happen . . .</i>	<i>students will reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 9			
1	<i>In order to predict what will happen . . .</i>	<i>students will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to predict what will happen . . .</i>	<i>students will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
4	<i>In order to make sense of the world . . .</i>	<i>students will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 10			
1	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while exploring changing quantities.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while exploring changing quantities.</i>
4	<i>In order to make sense of the world . . .</i>	<i>students will look for and make use of structure . . .</i>	<i>while exploring changing quantities.</i>
LESSON 11			
1	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while reasoning with data.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while reasoning with data.</i>
LESSON 13			
1	<i>In order to make sense of the world . . .</i>	<i>students will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will model with mathematics . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to predict what will happen . . .</i>	<i>students will look for and make use of structure . . .</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 14			
1	<i>In order to predict what will happen . . .</i>	<i>students will attend to precision . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to predict what will happen . . .</i>	<i>students will attend to precision . . .</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to impact the future. . .</i>	<i>students will attend to precision . . .</i>	<i>while taking wholes apart, putting parts together.</i>

Try It Inventory *continued*

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 15			
1	<i>In order to predict what will happen ...</i>	<i>students will look for and make use of structure ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to predict what will happen ...</i>	<i>students will look for and make use of structure ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>students will attend to precision ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 16			
1	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 17			
1	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 18			
1	<i>In order to make sense of the world ...</i>	<i>students will look for and express regularity in repeated reasoning ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world ...</i>	<i>students will look for and express regularity in repeated reasoning ...</i>	<i>while taking wholes apart, putting parts together.</i>
3	<i>In order to make sense of the world ...</i>	<i>students will look for and express regularity in repeated reasoning ...</i>	<i>while taking wholes apart, putting parts together.</i>
LESSON 19			
1	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world ...</i>	<i>students will make sense of problems and persevere in solving them ...</i>	<i>while taking wholes apart, putting parts together.</i>

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 20			
1	<i>In order to predict what will happen . . .</i>	<i>students will attend to precision . . .</i>	<i>while reasoning with data.</i>
2	<i>In order to predict what will happen . . .</i>	<i>students will use appropriate tools strategically . . .</i>	<i>while reasoning with data.</i>
LESSON 21			
1	<i>In order to impact the future . . .</i>	<i>students will use appropriate tools strategically . . .</i>	<i>while reasoning with data.</i>
2	<i>In order to impact the future . . .</i>	<i>students will use appropriate tools strategically . . .</i>	<i>while reasoning with data.</i>
3	<i>In order to impact the future . . .</i>	<i>students will use appropriate tools strategically . . .</i>	<i>while reasoning with data.</i>
LESSON 23			
1	<i>In order to impact the future . . .</i>	<i>students will construct viable arguments and critique the reasoning of others . . .</i>	<i>while reasoning with data.</i>
2	<i>In order to impact the future . . .</i>	<i>students will construct viable arguments and critique the reasoning of others . . .</i>	<i>while reasoning with data.</i>
LESSON 24			
1	<i>In order to make sense of the world . . .</i>	<i>students will use appropriate tools strategically . . .</i>	<i>while reasoning with data.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will use appropriate tools strategically . . .</i>	<i>while reasoning with data.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will use appropriate tools strategically . . .</i>	<i>while reasoning with data.</i>
LESSON 25			
1	<i>In order to make sense of the world . . .</i>	<i>students will model with mathematics . . .</i>	<i>while exploring changing quantities.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will model with mathematics . . .</i>	<i>while exploring changing quantities.</i>
3	<i>In order to predict what will happen . . .</i>	<i>students will model with mathematics . . .</i>	<i>while exploring changing quantities.</i>

Try It Inventory *continued*

Session	Driver of Investigation	Standard for Mathematical Practice (SMP)	Content Connection
LESSON 26			
1	<i>In order to predict what will happen . . .</i>	<i>students will attend to precision . . .</i>	<i>while exploring changing quantities.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while exploring changing quantities.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will attend to precision . . .</i>	<i>while exploring changing quantities.</i>
LESSON 27			
1	<i>In order to impact the future . . .</i>	<i>students will attend to precision . . .</i>	<i>while reasoning with data.</i>
2	<i>In order to impact the future . . .</i>	<i>students will attend to precision . . .</i>	<i>while reasoning with data.</i>
3	<i>In order to impact the future . . .</i>	<i>students will attend to precision . . .</i>	<i>while reasoning with data.</i>
LESSON 28			
1	<i>In order to make sense of the world . . .</i>	<i>students will look for and make use of structure . . .</i>	<i>while discovering shape and space.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will look for and make use of structure . . .</i>	<i>while discovering shape and space.</i>
3	<i>In order to make sense of the world . . .</i>	<i>students will look for and make use of structure . . .</i>	<i>while discovering shape and space.</i>
LESSON 30			
1	<i>In order to impact what will happen . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while discovering shape and space.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will make sense of problems and persevere in solving them . . .</i>	<i>while discovering shape and space.</i>
LESSON 31			
1	<i>In order to make sense of the world . . .</i>	<i>students will reason abstractly and quantitatively . . .</i>	<i>while discovering shape and space.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will reason abstractly and quantitatively . . .</i>	<i>while discovering shape and space.</i>
LESSON 32			
1	<i>In order to predict what will happen . . .</i>	<i>students will reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>
2	<i>In order to make sense of the world . . .</i>	<i>students will reason abstractly and quantitatively . . .</i>	<i>while taking wholes apart, putting parts together.</i>



California Environmental Principles and Concepts (EP&C) Correlation

The Environmental Principles and Concepts (EP&C) reflect the fact that people depend on Earth's natural systems. The goal of the EP&Cs is to help students understand the connections between people and the natural world. The table below lists the opportunities to address each Environmental Principle.

Principle 1: People Depend on Natural Systems

Concepts	Supported in
The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services. • Concept A The goods produced by natural systems are essential to human life and to the functioning of our economies and cultures. • Concept B The ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures. • Concept C That the quality, quantity, and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.	Data Talk: L14S3 Problems: L1S4, L7S5, L16S3, L20S2, L28S4, L31S3

Principle 2: People Influence Natural Systems

Concepts	Supported in
The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies. • Concept A Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems. • Concept B Methods used to extract, harvest, transport, and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems. • Concept C The expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems. • Concept D The legal, economic, and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.	Data Talk: L26S3 Problems: L5S2, L6S3, L10S3, L13S3, L14S3, L17S3, L21S4, L23S3, L26S4 Data Investigation: Unit 3

Continued on next page ►

Citation Key L = Lesson, S = Session

California Environmental Principles and Concepts (EP&C) Correlation *continued*

Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence

Concepts	Supported in
Natural systems proceed through cycles that humans depend upon, benefit from, and can alter. • Concept A Natural systems proceed through cycles and processes that are required for their functioning. • Concept B Human practices depend upon and benefit from the cycles and processes that operate within natural systems. • Concept C Human practices can alter the cycles and processes that operate within natural systems.	Data Talk: L2S3 Problems: L2S4, L4S4, L25S4, L30S3

Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

Concepts	Supported in
The exchange of matter between natural systems and human societies affects the long-term functioning of both. • Concept A The effects of human activities on natural systems are directly related to the quantities of resources consumed and to the quantity and characteristics of the resulting byproducts. • Concept B The byproducts of human activity are not readily prevented from entering natural systems and may be beneficial, neutral, or detrimental in their effect. • Concept C The capacity of natural systems to adjust to human-caused alterations depends on the nature of the system as well as the scope, scale, and duration of the activity and the nature of its byproducts.	Data Talk: L9S4 Problems: L3S4, L19S3, L24S3

Principle 5: Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

Concepts	Supported in
Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes. • Concept A There is a spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions. • Concept B The process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.	Data Talk: L16S3 Problems: L8S4, L9S4, L11S2, L15S4, L18S4, L27S4, L32S3

Citation Key L = Lesson, S = Session