

# Geneva Community Unit School District 304

“A Tradition of Excellence”



**we  
are**



self-directed,  
lifelong learners



effective  
communicators



complex, creative  
& adaptive  
thinkers



collaborative  
& productive  
citizens



**Geneva Middle School  
North & South**

**Essential Learning  
Outcomes**

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# Language Arts

## 6<sup>th</sup> Grade

### Writing

Students will:

- 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.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Speaking & Listening

Students will:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas, and expressing their own clearly.

### Language

Students will:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.

### Reading (Informational Text)

Students will:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.

### Reading (Literature)

Students will:

- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Determine a theme or 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.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

## 7<sup>th</sup> Grade

### Reading (Informational Text)

Students will:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

### Literature

Students will:

- Identify a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Analyze interactions between individuals, events, and ideas in a text.
- Identify meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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## **Writing**

Students will:

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative and explanatory texts.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.

## **Speaking & Listening**

Students will:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

# 8<sup>th</sup> Grade

## **Reading (Literature)**

Students will:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

## **Reading (Informational Text)**

Students will:

- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

## **Speaking & Listening**

Students will:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## **Writing**

Students will:

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write arguments to support claims with clear reasons and relevant evidence.

# Mathematics

## 6<sup>th</sup> Grade

### Ratios & Proportional Relationships

Students will:

- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
- Solve unit rate problems including those involving unit pricing and constant speed.
- Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

### Fraction & Decimal Division

Students will:

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.
- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

### Rational Number

Students will:

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

### Expressions & Equation

Students will:

- Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract  $y$  from 5" as  $5 - y$ .*
- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
- Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.
- Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

### Geometry

Students will:

- Identify and solve for the area of rectangles & triangles with the correct formulas.
- Identify and solve for the area of other figures by deconstructing them into rectangles and triangles.
- Identify and solve for the volume of prisms using the correct formula.
- Identify the characteristics of prisms and pyramids.
- Identify and solve for the surfaces area of prisms and pyramids using nets.

## 7<sup>th</sup> Grade

### Number System

Students will:

- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
- Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

### Expressions

Students will:

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example,  $a + 0.05a = 1.05a$  means that “increase by 5%” is the same as “multiply by 1.05.”*
- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

### Equations

Students will:

- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

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- Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

### **Inequalities**

Students will:

- Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

### **Ratios & Proportions**

Students will:

- Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
- Recognize and represent proportional relationships between quantities.
- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

### **Percents**

Students will:

- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
- Use proportional relationships to solve multistep ratio and percent problems.

### **Geometry**

Students will:

- Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional figures.

## 8<sup>th</sup> Grade

### **Linear Equations in One Variable**

Students will:

- Solve linear equations in one variable.
- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

### **Proportional & Linear Relationships**

Students will:

- Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed. (8.EE.5)

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- Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a nonvertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ . (8.EE.6)
- 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. (8.F.4)

### Representations of a Line

Students will:

- Interpret the equation as defining a linear function, whose graph is a straight line. (8.F.3)
- 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. (8.F.4)
- 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. (8.F.2)

### Simultaneous Linear Equations

Students will:

- Analyze and solve pairs of simultaneous linear equations. (8.EE.8)
  - Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
  - Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.
  - Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

### Functions

Students will:

- Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (8.F.1)
- Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points  $(1, 1)$ ,  $(2, 4)$  and  $(3, 9)$ , which are not on a straight line. (8.F.3)
- 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. (8.F.4)
- 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. (8.F.2)
- Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. (8.F.5)

## Rational & Irrational Numbers

Students will:

- Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational. (8.EE.2)
- Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers, show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. (8.NS.1)
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,  $2^3$ ). For example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$ , is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. (8.NS.2)

## Integer Exponents, 3D Measurement Problems

Students will:

- Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $3^3 \cdot 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$ . (8.EE.1)
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger. (8.EE.3)
- Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurement of very large and very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. (8.EE.4)
- Know the formulas for volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. (8.G.9)

## Geometry I: Transformations, Congruence, Similarity

Students will:

- Verify experimentally the properties of rotations, reflections, and translations: (8.G.1) a) Lines are taken to lines, and line segments to line segments of the same length. b) Angles are taken to angles of the same measure. c) Parallel lines are taken to parallel lines.
- Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (8.G.2)
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (8.G.3)
- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (8.G.4)

## Geometry II: Angles & Triangles

Students will:

- Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. (8.G.5)
- Explain a proof of the Pythagorean Theorem and its converse. (8.G.6) • Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8.G.7)
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8.G.8)

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# Social Studies

## 6<sup>th</sup> Grade

### Geography

Students will:

- Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).
- Explain how to make and use geo-graphic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### Africa

Students will:

- Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.
- Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and tech-nological and scientific progress.
- Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.

### Americas

Students will:

- Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.
- Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE
- Describe the economic systems and trade patterns of North America, South America and Meso America before the encounter with Europeans.

### Asia

Students will:

- Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta Empire, between 500 BCE and 500 CE.
- Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.
- Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.

### Europe

Students will:

- Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.
- Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.
- Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.
- Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the Tang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.
- Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.

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## **Middle East**

Students will:

- Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.

## 7<sup>th</sup> Grade

### **Colonies Take Root**

Students will:

- Describe economic motivations that attracted Europeans and others to the Americas 1500-1750.

### **Life in the Colonies**

Students will:

- Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.
- Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19<sup>th</sup> century.

### **Road to the Revolution**

Students will:

- Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.

### **The American Revolution**

Students will:

- Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.

### **The Constitution**

Students will:

- Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.
- Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.
- Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.
- Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.

### **Westward Expansion**

Students will:

- Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19<sup>th</sup> century.
- Analyze how human processes influence settlement patterns including migration and population.

### **Sectionalism & Slavery**

Students will:

- Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19<sup>th</sup> century.

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## 8<sup>th</sup> Grade

### **Pre-Civil War**

Students will:

- Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

### **Civil War**

Students will:

- Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

### **Reconstruction Stage**

Students will:

- Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.

### **Becoming a World Power**

Students will:

- Describe ways in which the United States developed as a world political power.

### **Industry & Urban Growth**

Students will:

- Explain how workers can affect their productivity through training and by using tools, machinery and technology.

### **Progressive Era**

Students will:

- Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.

### **The West**

Students will:

- Explain how human activity is affected by geographic factors.

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# Science

## 6<sup>th</sup> Grade

### Unit 1 – Force of Gravity

Students will:

- Describe gravity as an attractive force.
- Investigate the relationship between gravity, mass, and distance.
- Explore how gravity impacts the motion of objects in space.
- Explain how celestial bodies are formed.

### Unit 2 – Earth, Sun, Moon Systems

Students will:

- Use models of the Earth-Sun-Moon system to demonstrate the cyclic patterns of lunar phases and eclipses.
- Use models of the Earth-Sun-Moon system to explain how and why the Earth's seasons exist.

### Unit 3 – Geosphere & Hydrosphere

Students will:

- Model how rocks can change form and how these processes and conditions can create different kinds of rocks.
- Develop a model to describe how energy from the sun and the force of gravity drives the water cycle.
- Explore how the geosphere and hydrosphere are interconnected systems and are continuously changing.

### Unit 4 – History of Earth

Students will:

- Investigate how Earth & life on Earth has changed over time.
- Use rock strata evidence to explain how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Look for patterns in the fossil record to determine how life on Earth has changed.

### Unit 5 – Plate Tectonics

Students will:

- Use maps, models, and data evidence to show how Earth's landforms have changed in the past and will continue to change in the future.
- Explore analyzed data to describe and support the processes that create and destroy Earth's crust.

### Unit 6 – Natural Hazards

Students will:

- Investigate and research natural hazards & how scientists study them.
- Analyze & interpret data on natural hazards & use this information to make predictions about future catastrophic events.
- Use natural hazard patterns to make recommendations on ways to prevent and minimize the impact of future catastrophic events.

### Unit 7 – Biosphere & Atmosphere

Students will:

- Explore how the geosphere, hydrosphere, atmosphere, and biosphere are interconnected systems and are continuously changing.
- Develop & use a model that shows the cycling of matter and flow of energy between the living and non-living parts of an ecosystem.
- Investigate how biotic and abiotic factors interact within the Biosphere.
- Explore how human activities affect Earth's systems and natural resources.

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# 7<sup>th</sup> Grade

## Unit 1 – Cells & Living Things

Students will:

- Determine the characteristics/traits that all living things share that help differentiate between living/non-living things.
- Conduct investigations to provide evidence that all living things are made of at least 1 cell.
- Explain that cells are the basic units of structure and function for all living things.
- Develop and use a model that describes the function of a cell as a whole and ways cell organelles contribute to the overall function.

## Unit 2 – Interacting Human Body Systems

Students will:

- Observe human body systems and subsystems.
- Identify and classify the levels of organization found within the human body.
- Investigate and model the working relationship between interacting subsystems of the human body.
- Figure out how living things get the energy they need to live, grow, and reproduce.
- Describe how photosynthesis and cellular respiration cycle matter and energy through living things.
- Investigate what happens at the cellular level (diffusion, osmosis) that allows living organisms to live, grow, and reproduce.

## Unit 3 – Genetics & Reproduction

Students will:

- Figure out how parent(s) pass traits to their offspring.
- Investigate how and why proteins do a variety of functions for living things.
- Explain how genes code for proteins and proteins determine traits.
- Determine if a mutation is harmful, beneficial, or neutral given a certain situation.
- Explain how both genetic information (DNA) and the environment influence both the growth and development of organisms.

## Unit 4 – Evolution

Students will:

- Investigate how organisms change over time.
- Investigate how genetic variation among organisms in a species affects survival and reproduction.
- Explain how natural selection may lead to increases and decreases of specific traits in populations over time.
- Use anatomical and embryological similarities and differences among organisms to infer evolutionary relationships.

## Unit 5 – Biodiversity & Living Things

Students will:

- Explore how ecosystems are dynamic in nature.
- Consider how small changes in one part of the ecosystem might cause large changes in another part.
- Explore ways to maintain biodiversity within an ecosystem.
- Consider how humans positively and negatively impact the environment.

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# 8<sup>th</sup> Grade

## **Matter**

Students will:

- Develop models to describe the atomic composition of simple molecules and extended structures
- Analyze and interpret data on the properties of substances interact to determine if a chemical reaction has occurred.

## **Chemical Reactions**

Students will:

- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

## **Thermal Energy**

Students will:

- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

## **Weather**

Students will:

- Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

## **Waves and Sound**

Students will:

- Use the terms wavelength, frequency, and amplitude to describe a simple wave.
- Compare and contrast transverse (Surface waves) and Longitudinal (Sound Waves)

## **EMS and Light**

Students will:

- Demonstrate that light is a part of the EM spectrum and how the spectrum is organized.
- Describe how different materials and surfaces affect the path of light.

## **Magnetic and Electrical Forces**

Students will:

- Demonstrate that fields exert forces on one another even when the objects are not in contact.
- Explore the factors that affect the strength of electric and magnetic forces.

## **Motion**

Students will

- Calculate the speed and acceleration of an object.
- Describe the motion of an object by creating and interpreting graphs.
- Define Kinetic Energy in both words and as a mathematical relationship.
- Provide evidence that the change of an object's motion depends on the forces on the object and the mass of the object.
- Apply Newton's 3rd Law to explain/predict the motion of two objects in a collision.

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# General Music

## 6<sup>th</sup> Grade

### **Keyboarding**

Students will:

- Composing and arranging music within specified guidelines:
  - Reads and notates music
  - Describe the processes involved in composing, conducting and performing.
  - Read and interpret the traditional music notation of note values and letter names
  - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts

### **Music History**

Students will:

- Identify the context of music from a variety of genres, cultures, and historical periods.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

### **Ethnomusicology**

Students will:

- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Analyze how the arts function in history, society and everyday life.
- Know and describe how artists and their works shape culture and increase understanding of societies, past and present.

## 8<sup>th</sup> Grade

### **Music Creation**

The 8th Grade Music Creation class will teach students how to utilize software and hardware that will allow them to manipulate existing recordings and give them an opportunity to add their own ideas. We will be incorporating the concepts of pitch, rhythm, dynamics, tempo, form, style/genre, tonality, and timbre. Short, directed composition activities to reinforce individual musical elements as well as musical styles will be part of the course. For example, one activity could be asking students to use pre-recorded “loops” or original music to appropriately fit the mood of a previously silent video. Developing the skills necessary to intelligently review a piece of music will also be part of the curriculum of this class. An emphasis will be placed on student collaboration.

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# Art

## 6th Grade

### **In all Units, students will:**

Students will:

- Understand the sensory elements, organizational principles and expressive qualities of the arts.
- Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- Understand the similarities, distinctions and connections in and among the arts.
- Understand processes, traditional tools and modern technologies used the arts.
- Apply skills and knowledge necessary to create and perform in one or more of the arts.
- Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.
- Reflect upon and asses the characteristics and merits of their work. Compare multiple purposes for creating works of art.

### **Form and Texture Unit: Demonstrate knowledge through ceramic sculpture and functional artwork**

Students will:

- Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, and video) that are realistic, abstract, functional and decorative.
- Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

### **Shape Unit: Demonstrate knowledge through collage and composition**

Students will:

- Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

### **Line Unit: Demonstrate knowledge through line drawing**

Students will:

- Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

### **Value Unit: Demonstrate knowledge through value drawing**

Students will:

- Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

### **Color Unit: Demonstrate knowledge through painting and colored pencil drawing**

Students will:

- Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

### **Space Unit: Demonstrate knowledge through perspective drawing**

Students will:

- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

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# 8th Grade

## **In all Units, students will...**

- Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.
- Understand the sensory elements, organizational principles and expressive qualities of the arts.
- Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.
- Understand processes, traditional tools and modern technologies used the arts.
- Apply skills and knowledge necessary to create and perform in one or more of the arts
- Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
- Compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment.

## **Ceramics and Sculpture Unit: Demonstrate knowledge through ceramic sculpture and functional artwork**

Students will:

- Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional, and decorative.

## **Painting Unit: Demonstrate knowledge through a variety of painting media**

Students will:

- Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

## **Graphic Design Unit: Demonstrate knowledge through the use of technology**

Students will:

- Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

## **Drawing Unit: Demonstrate knowledge through a variety of drawing media**

Students will:

- Compare and contrast the elements and principles in two or more art works that share similar themes.
- Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

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# Family & Consumer Sciences (FACS)

## 7<sup>th</sup> Grade

### **Sewing**

Students will:

- Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- Acquire skills needed to produce, alter, or repair fashion, apparel, and textile products.
- Demonstrate fashion, apparel, and textile design skills.

### **Kitchen Safety**

Students will:

- Create a work environment that provides safety and security.
- Apply food safety and sanitation procedures.

### **Measurement, Equipment, Table Manners, & Etiquette**

Students will:

- Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small equipment.
- Utilize weights and measurement tools to demonstrate knowledge of portion control as well as proper scaling and measurement techniques.
- Demonstrate professional plating, garnishing, and food presentation techniques.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a FACS context, relevant to grades 6-8.

### **Nutrition**

Students will:

- Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- Apply basic concepts of nutrition in a variety of settings.

## 8<sup>th</sup> Grade

### **Culinary Arts and Hospitality:**

Do you enjoy cooking, would you like to improve your culinary skills, or just try new foods? In eighth grade, Culinary Arts and Hospitality, students will cook and sample a variety of recipes while learning new cooking terms, techniques, time management skills, and building on sanitation and safety skills learned in 7<sup>th</sup> grade FACS. Students will be introduced to concepts pertaining to hospitality and tourism by creating and hosting a meal from start to finish.

### **Fashion and Design:**

Do you have an eye for trends? Would you like to learn more about fashion, and improve your sewing skills? Would you like to be a fashion designer, interior designer, or work in the field of design someday? If so, this is the class for you! The eighth-grade Fashion and Design course will focus on the elements and principles of design while students create a variety of interior design and fashion driven projects. We will look at careers in the fashion and design industry while building upon previously learned sewing and construction skills.

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# Technology Education (Tech Ed)

## 7<sup>th</sup> Grade

Students will:

- Measure accurately using customary (standard) and metric systems.
- Safely use woodworking tools to create individual woodworking projects.
- Use paper and pencil and computers to visualize and draw orthographic and isometric drawings that represent 3d objects.

## 8<sup>th</sup> Grade

### Automation and Robotics (AR)

Automation and Robotics is a 12 week course in which students trace the history, development, and influence of automation and robotics. Students will learn about mechanical systems, energy transfer, machine automation and computer control systems. Using the VEX programming platform and VEX robotics kits, students will design, build and program a robotic solution to solve a hypothetical problem.

### Computer Science

This entry level course exposes students to the field of computer science. Students will learn how computers work and receive an introduction to software engineering. Students will also learn the boot up process, microchips, i/o devices, data storage, games and multimedia, internet and printers. Students will also explore computer programming through a variety of languages. This self-paced independent learning class will help students transition from mere consumers to creators of technology.

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# Spanish

## 8<sup>th</sup> Grade

### Introduction:

Students will:

- greet people.
- say good-bye to people.
- express self politely (please, thank you, you're welcome).
- count to 1,000,000+
- identify the days of the week.
- identify the months of the year.
- ask and state the date.
- ask and tell the time.
- discuss the seasons and weather.

### Unit 1

Students will:

- identify and describe people and things.
- ask and tell where someone is from.
- talk about Spanish-speakers in the United States (nationalities).
- tell what subjects he/she takes and express opinions about them.
- use nouns, adjectives and definite and indefinite articles.
- identify the gender of nouns in Spanish.
- use the six forms of the verb **ser** (to be).
- identify the differences between formal and informal expressions/words.
- ask and respond to questions using question words (interrogatives).

### Unit 2

Students will:

- discuss families and pets.
- describe a house or apartment.
- describe rooms and some furnishings.
- describe hair and eye color.
- ask and tell someone's age.
- tell where things are located using directional phrases.
- use the verb **tener** (to have).
- ask and answer questions with **tener**.
- use possessive adjectives and explain ownership (possession with "de").

### Unit 3

Students will:

- discuss what he/she does in school.
- identify some school clothes and school supplies.
- talk about what my friends and I do after school.
- conjugate regular –ar verbs in the present tense.
- ask and answer questions using regular –ar verbs.
- use the irregular verbs **ir**, **dar**, and **estar** in the present tense.
- use the contractions **al** and **del**.
- identify when "personal a" is needed and use it.

#### Unit 4

Students will:

- identify foods and discuss meals.
- talk about places where people eat.
- order food or a beverage at a café.
- conjugate regular –er and –ir verbs in the present tense.
- use expressions with infinitive verbs (**ir a**, **tener que**, and **acabar de**).

#### Unit 5

Students will:

- talk about sports.
- describe a soccer uniform.
- identify colors.
- conjugate stem-changing verbs in the present tense
- use verbs such as **encantar**, **interesar**, **aburrir**, and **gustar**.

#### Unit 6

Students will:

- describe people’s personality, conditions and emotions.
- explain minor illnesses.
- talk about a doctor’s appointment.
- identify the different uses of **ser** and **estar**.
- use indirect object pronouns.
- use expressions like **gustar** (me falta, me enfada, me enoja, me molesta).

#### Unit 7

Students will:

- talk about summer and winter weather and activities.
- conjugate regular –ar verbs in the preterite (past tense).
- conjugate the irregular verbs **ir** and **ser** in the preterite.
- use direct object pronouns

#### Unit 8

Students will:

- talk about a birthday party.
- discuss concerts, movies and museums.
- conjugate regular –er and –ir verbs in the preterite (past tense).
- conjugate the irregular verbs **oír** and **leer** in the preterite.
- use affirmative and negative words (someone, no one).

#### Unit 9

Students will:

- talk about buying clothes.
- talk about buying food at a market or supermarket.
- conjugate the verbs “to know” (conocer and saber) in the present.
- identify the different uses of **conocer** and **saber**.
- use comparatives and the superlative.
- use the irregular comparative and superlative forms.
- use demonstrative adjectives and pronouns.



# French

## 8<sup>th</sup> Grade

### Unit 1

Students will:

- greet someone and say good-bye
- count from 1 - 20
- ask how someone is
- introduce someone
- ask how old someone is
- give classroom commands
- ask how words are spelled
- use indefinite articles with nouns
- use the verb avoir and negation

### Unit 2

Students will:

- ask about likes and dislikes
- agree and disagree
- ask how often you do an activity
- ask how well you do an activity
- use definite articles with nouns
- use -er verbs
- recognize and use irregular plurals
- use contractions with à
- use conjunctions

### Unit 3

Students will:

- give physical descriptions and personal traits
- ask about and describe others
- ask for and give opinions
- identify family members
- ask about someone's family

### Unit 4

Students will:

- identify school subjects
- identify the days of the week
- tell time
- ask about classes
- ask for and give an opinion
- identify school supplies
- ask others what they need and tell what you need
- inquire about and buy something
- use -re verbs
- use -ger and -cer verbs
- use "le" with the days of the week
- use verbs like préférer and acheter
- use adjectives as nouns
- use adjectives with numbers

## **Unit 5**

Students will:

- identify sports and activities
- identify the seasons and months of the year
- ask about interests
- ask how often someone does something
- identify places in town
- identify and use adverbs
- use aller and the futur proche
- use venir and the passé récent
- use idioms with avoir

## **Unit 6**

Students will:

- identify breakfast foods and drinks
- identify place settings vocabulary
- identify café foods
- offer, accept and refuse food
- ask for and give an opinion
- ask about and give prices
- use the partitive
- use -ir verbs
- use the verb vouloir
- use the verb prendre
- use the imperative
- use the verb vouloir

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# German

## 8<sup>th</sup> Grade

### Unit 1

Students will:

- Recognize and use greetings and farewells
- Ask and tell how things are going
- Ask and tell where one is from
- Recognize and count the numbers 1-20
- Say the alphabet and recognize the letters of the alphabet
- Conjugate and use the present tense forms of “sein”
- Understand when to use du, ihr and Sie
- Know the subject personal pronouns and their English equivalents
- Conjugate regular verbs using the correct subject/ending agreement
- Write and hold a dialogue introducing myself, giving and asking for basic information

### Unit 2

Students will:

- Recognize and use family member vocabulary
- Recognize and tell time
- Recognize and count to 100
- Recognize and say the days of the week
- Recognize the W- questions words, their meanings and when to use them
- Form questions using the W- question words
- Use the definite nominative articles with nouns
- Memorized and know the English equivalents for subject pronouns
- Write about my family and create a family tree
- Introduce and tell about my family
- Read and understand passages/dialogues about music
- Understand the spoken vocabulary, readings and dialogues

### Unit 3

Students will:

- Recognize and use free time activity vocabulary
- Recognize and use time of day vocabulary
- Express likes and dislikes using “gern” or “nicht gern”
- Understand the difference between standard and inverted word order
- Understand V2 and can identify and use correct verb placement
- Conjugate and use the present tense forms of “haben”
- Write and have a dialogue about free time activities
- Understand the readings and written dialogues about music
- Understand the spoken vocabulary, readings and dialogues

### Unit 4

Students will:

- Recognize and use classroom vocabulary
- Recognize and use time of day vocabulary
- Recognize when and how to use definite articles in the nominative or accusative case
- Distinguish between wer, wen and was
- Conjugate and use the present tense forms of “sein”
- Write and have a dialogue about his/her daily school schedule
- Understand the readings and written dialogues about school and answer comprehension questions

- Understand the spoken vocabulary, readings and dialogues

### **Unit 5**

Students will:

- Recognize and use months, seasons and weather vocabulary
- Recognize and use country and languages vocabulary
- Recognize when and how to use indefinite articles in the nominative or accusative case
- Formulate and use the plural form of nouns
- Determine when to use “Wie viel?” or “Wie viele?”
- Write and give an oral report on the weather.
- Understand the readings and written dialogues about shopping
- Understand the spoken vocabulary, readings and dialogues

### **Unit 6**

Students will:

- Recognize and use basic vocabulary related to foods
- Recognize and use vocabulary related to an ice cream stand
- Conjugate and use the present tense forms of all six modal verbs
- Identify and understand the correct structure of sentences using modal verbs
- Conjugate and use “mochten”
- Conjugate and use the two forms of “werden”
- Recognize when to negate with “nicht” and “kein”
- Write and participate in a dialogue about an ice cream parlor or food stand
- Understand the readings and written dialogues about ice cream parlors
- Understand the spoken vocabulary, readings and dialogues

### **Unit 7**

Students will:

- Recognize and use clothing and department store vocabulary
- Recognize and use clothing color and store vocabulary
- Conjugate and use verbs with stem-vowel changes
- Conjugate and use the verb “wissen”
- Recognize and use emphasis words
- Write and hold a dialogue about clothing, shopping, purchase clothing and how something looks
- Understand the readings and dialogues about clothing and shopping for clothing
- Understand the spoken vocabulary, readings and dialogues

### **Unit 8**

Students will:

- Recognize and use gift ideas for special occasions vocabulary
- Recognize and use room and furniture vocabulary
- Use possessive adjectives
- Use personal pronouns
- Recognize the meanings and use accusative prepositions
- Write about his/her room and house
- Hold a dialogue about inviting friends to a birthday party
- Understand the readings and dialogues about birthdays and gift ideas
- Understand the spoken vocabulary, readings and dialogues

### **Unit 9**

Students will:

- Use free time activity, hobby and entertainment vocabulary
- Use work and chore vocabulary

- Conjugate and use verbs with separable prefixes
- Formulate and use compound words
- Formulate and use common commands
- Write and hold a dialogue about free time activities, hobbies and chores
- Understand the readings and dialogues about movie theaters and entertainment
- Understand the spoken vocabulary, readings and dialogues

# Band

## 6<sup>th</sup> Grade

Students will:

- Demonstrate using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

## 7<sup>th</sup> Grade

Students will:

- Demonstrate using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

## 8<sup>th</sup> Grade

Students will:

- Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsals.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

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# Choir

## 6<sup>th</sup> Grade

Students will:

- Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, and varied contexts and daily life.

## 7<sup>th</sup> Grade

Students will:

- Share personally developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared or improvised performances.
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- Describe how understanding context and the way the elements of music are manipulated inform the response to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and when appropriate, the setting of the text.

## 8<sup>th</sup> Grade

Students will:

- Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.
- Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.
- Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

- Demonstrate understanding of relationships between music and the other arts, their disciplines, varied contexts, and daily life.
- Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.



# Orchestra

## 6<sup>th</sup> Grade

Students will:

- Demonstrate using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

## 7<sup>th</sup> Grade

Students will:

- Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- Perform the music with technical accuracy and stylistic expression to convey the creator's intent
- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

## 8<sup>th</sup> Grade

Students will:

- Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

# Physical Education

## 6<sup>th</sup> Grade

Students will:

- Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
- Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
- Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).
- Apply refusal and negotiation skills to potentially harmful situations.
- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
- Compare and contrast efficient and inefficient movement patterns.
- Set realistic short-term and long-term goals for a health-related fitness goal.
- Identify opportunities within the community for regular participation in physical activities.

### Health

Students will:

- Explain how good hygiene can prevent illness.
- Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene).
- Use personal hygiene behaviors/choices that will improve health and safety.
- Compare healthy environments and healthy people to unhealthy environments and unhealthy people.
- Discuss procedures to be followed in emergency situations.
- Apply safety precautions and basic first aid.

## 7<sup>th</sup> Grade

Students will:

- Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
- Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
- Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).
- Apply refusal and negotiation skills to potentially harmful situations.
- Participate in establishing procedures for group physical activities.
- Analyze various movement patterns for efficiency and effectiveness.
- Apply rules and safety procedures in physical activities.
- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.

### Health

Students will:

- Demonstrate the ability to influence and support others in making positive health choices (e.g., anti-bullying).
- Explain how to build and maintain healthy relationships.
- Identify common causes of conflict among peers and parents.
- Describe negotiating, mediation, and consensus building skills.
- Identify acceptable methods of asserting yourself in peer group situations.
- Decide what actions to take when bullying occurs.
- Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations.

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## 8<sup>th</sup> Grade

Students will:

- Apply rules and safety procedures.
- Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
- Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
- Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
- Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations.
- Apply refusal and negotiation skills to potentially harmful situations.
- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
- Identify the principles of training: frequency, intensity, time and type (FITT).
- Identify and participate in activities associated with the components of health related and skill related fitness.
- Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology.
- Evaluate the strengths and weaknesses contained in a personal fitness profile.
- Discuss and understand the importance of fitness as it relates to academic performance.
- Set realistic short-term and long-term goals for a health-related fitness component.
- Identify opportunities within the community for regular participation in physical activities.
- Apply the principles of training to the health-related fitness goals.
- Compare and contrast efficient and inefficient movement patterns.

### Health

Students will:

- Apply refusal and negotiation skills to potentially harmful situations.
- Describe the effects of drug use (caffeine, nicotine, alcohol and other drugs) on growth and development of the body.
- Distinguish between reliable and unreliable health information and advertising.
- Recognize the positive effects of physical activity on the body's system.
- Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.
- Demonstrate stress management techniques.
- Demonstrate basic knowledge of HIV and AIDS.
- Describe and give examples of how media influences choices and behavior.