

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

6th 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.

7th 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

8th 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.
- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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.

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 arguments to support claims with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Use transition words or phrases to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

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- Write informative and narrative texts.

Mathematics

6th 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°C is warmer than -7°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.

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- 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

7th 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.
- 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. (12)
- Recognize and represent proportional relationships between quantities (11)
- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (10)
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (10)

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

8th 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)
- 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)

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- 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)

Statistics: Patterns of Association in Bivariate Data

Students will:

- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (8.SP.1)
- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (8.SP.2)
- Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (8.SP.3)

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- Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? (8.SP.4)

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)

Integer Exponents, 3D Measurement Problems

Students will:

- Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^3 \cdot 3^{-5} = 3^{-2} = \frac{1}{3^2} = \frac{1}{9}$. (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 3×10^8 and the population of the world as 7×10^9 , 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 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)

Social Studies

6th 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.

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 early non-Western civilizations of Asia (Han Dynasty, Gupta Empire) to Greek and Roman civilizations.
- Describe how the people of the 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 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

Middle East

Students will:

- Identify causes and effects of development of early civilizations (Sumerians in Mesopotamia) and the origins of the three main monotheistic religions.
- Explain the historical events and developments of expansion of empires.

Inquiry skills

Students will:

- Determine the value of sources by evaluating their relevance and intended use.
- Determine the credibility of sources based upon their origin, authority and context.
- Gather relevant information from credible sources and determine whether they support each other.
- Appropriately cite all sources utilized.

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- Identify evidence from multiple sources to support claims, noting its limitations.
- Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.
- Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

7th 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 19th 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 19th 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 19th century

8th Grade

Pre-Civil War

Students will:

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

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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.

Science

6th Grade

Unit 1: 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 with the Biosphere.
- Explore how human activities affect Earth's systems and natural resources.

Unit 2: Geosphere & Hydrosphere

Students will:

- Model how rocks can change form and how these processes and conditions can create different kinds of rocks.
- Investigate 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 due to the forces of weathering and erosion.

Unit 3: 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 4: Natural Hazards

Students will:

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

Unit 5: History of Earth

Students will:

- Investigate how Earth and 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 6: 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 7: Earth, Sun, Moon System

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 season exist.

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7th 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 one 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 reproduced.

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 protein 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.

8th 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.
- Analyze and interpret data to determine if a chemical reaction is exothermic or endothermic.

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Thermal Energy

Students will:

- Develop a model that predicts and describes changes in particle motion, pressure, temperature and state of a pure substance when thermal energy is added or removed.
- Apply scientific principles to design, construct and test a device that either minimize or maximizes thermal energy transfer.
- Investigate to determine the relationship among the energy transferred, the type of matter, the mass and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

Climate & 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 mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Electromagnetic Waves & Light

Students will:

- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

Magnetic and Electrical Forces

Students will:

- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though objects are not in contact.

Motion

Students will

- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

General Music

6th Grade General Music

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.

8th Grade Digital Music

Students will:

- Compose music using modern technology
- Incorporate the concepts of pitch, rhythm, dynamics, tempo, form, style/genre, tonality, and timbre in their work.
- Reflect on their compositions in a meaningful way.

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Art

6th Grade 2-D Art

Elements of art overview unit:

Students will:

- Compare and contrast elements of art, line, value, shape, space, texture, form and space.
- Demonstrate all the elements working together in unity in one project.
- Understand the similarities, distinctions, and connections in and among the arts.

Line Unit: Demonstrate knowledge through line drawing

Students will:

- Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- Learn and apply observational drawing techniques including proportion, sighting, and action line.
- Demonstrate knowledge and skills to create works of visual art using problem-solving, observing, designing, sketching, and constructing.

Value Unit: Demonstrate knowledge through value drawing

Students will:

- Apply value drawing techniques to create the illusion of depth on a two-dimensional surface.
- 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.

Color Unit: Demonstrate knowledge through painting and colored pencil drawing

Students will:

- Introduction to foundational color mixing and application of color schemes.
- Apply painting techniques in comprehensive painting skills practice and final project
- 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.

Space Unit: Demonstrate knowledge through perspective drawing

Students will:

- Combine concepts collaboratively to generate innovative ideas for creating art.
- Formulate an artistic investigation of personally relevant content for creating art.
- Explore and demonstrate perspective drawing techniques

Careers in the arts:

Students will:

- Learn about and discuss many careers in the visual arts
- Create a project which demonstrates art skills learned during the trimester exploring their dreams for a career path.

6th Grade 3-D Art

Elements of art overview unit:

Students will:

- Compare and contrast elements of art, line, value, shape, space, texture, form and space.
- Demonstrate all of the elements working together in unity in one project.
- Understand the similarities, distinctions and connections in and among the arts.

Color Unit:

Students will:

- Introduction to foundational color mixing and application of color schemes.
- Apply color schemes to glass or clay in a process-oriented project
- 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.

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Form and Texture:

Students will:

- Create and explore sculptural and functional three-dimensional art through clay, wire, glass, cardboard, or fibers
- Understand the processes involved with each unique material and how that impacts artistic outcomes.

Shape and Line:

Students will:

- Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- Demonstrate understanding of composition and elements of art in a personalized cardboard relief sculpture or wire project

8th Grade Studio Art

Line Unit:

Students will:

- Understand the sensory elements, organizational principles and expressive qualities of the arts.
- Learn and apply observational drawing techniques including proportion, sighting, and action line.
- Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.

Value Unit:

Students will:

- Apply value drawing techniques to create the illusion of depth on a two-dimensional surface.
- 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.

Form and Texture:

Students will:

- Create and explore sculptural and functional three-dimensional art through clay, wire, glass, cardboard, or fibers
- Understand the processes involved with each unique material and how that impacts artistic outcomes.

Color Unit:

Students will:

- Introduction to foundational color mixing and application of color schemes.
- Apply painting techniques in comprehensive painting skills practice and final project
- 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.

Space Unit:

Students will:

- Combine concepts collaboratively to generate innovative ideas for creating art.
- Formulate an artistic investigation of personally relevant content for creating art.
- Explore and demonstrate perspective drawing and painting techniques

Careers in the arts:

Students will:

- Learn about and discuss many careers in the visual arts
- Learn about processes and goals related to studying art in college and how to prepare for this in high school.
- Create a project which demonstrates art skills learned during the trimester exploring their dreams for a career path.

8th Grade Digital Art

Digital Photography:

Students will:

- Learn how to take good photos, create interesting compositions and edit photos
- Apply Photoshop skills to create digital photo expressive art
- Compare and contrast elements of art, line, value, shape, space, texture, form and space.
- Demonstrate all of the elements working together in unity in one project.
- Understand the similarities, distinctions and connections in and among the arts.

Photoshop Design

Students will:

- Explore tools and techniques to manipulate and edit images to create digital works of art.
- Explore digital painting and drawing
- Utilize digital design tools to animate
- Create a two or three-dimensional piece of art and superimpose it within a digital image

Graphic Design:

Students will:

- Understand the qualities of good logo design
- Recognize how graphic design is used in marketing
- Develop a business they design
- Using elements of art and Photoshop skills create unique branding for their personalized company

Careers in the arts:

Students will:

- Learn about and discuss many careers in the visual arts
- Learn about processes and goals related to studying art in college and how to prepare for this in high school.
- Create a project which demonstrates art skills learned during the trimester exploring their dreams for a career path.

Family & Consumer Sciences (FACS)

7th Grade FACS

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 and Equipment:

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.
- 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.

8th Grade Culinary Arts

Students will:

- Learn new cooking terms, techniques, and skills.
- Build on sanitation and safety skills.
- Cook and sample a variety of recipes from around the world.
- Learn the science of baking, including the functions of ingredients.
- Bake different quick breads, cookies, and pastries.

8th Grade Fashion Design

Students will:

- Build on sewing skills learned in 7th grade while creating a variety of new projects.
- Learn new sewing techniques and stitches.
- Develop skills in fashion drawing and silhouettes.
- Learn about fashion through history and famous designers.
- Demonstrate the elements and principles of design while creating a variety of interior design and fashion driven projects.
- Learn about careers in the fashion and design industry.

Technology Education (Tech Ed)

7th Grade STEM

Students will:

- Measure accurate outcomes using a variety of modalities to analyze data.
- Complete a series of projects that utilize the use of the Engineering Design Process (EDP).
- Apply science concepts to each investigative inquiry.
- Introduction to new forms of technology and how it can be used in the real-world.

8th Grade Robotics

Students will:

- Learn how to design, program and control fully functional robotic cars.
- Use a robotic application to plan, test and modify sequences of code to complete a series of missions.
- Build interactive missions that will serve as obstacles that the robots use to compete against others.

8th Grade Computer Science

Students will:

- Explore computer programming through a variety of methods to include block coding and python language.
- Be introduced to basic computer science (python), game development, and web development.
- Use a variety of modalities to explore computer science through different lenses.

Careers and Entrepreneurship

7th Grade Careers and Entrepreneurship

Students will:

- Build confidence and learn about their strengths through an individual personality inventory and collaborative teamwork.
- Learn business fundamentals, vocabulary, career and life competencies such as critical thinking, problem solving, adaptability, creativity, and responsibility.
- Create a business through a student driven process.
- Learn to use computer skills essential for professional communication and presentations.
- Develop communication skills and learn how to use creative technology to present what they have learned.

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Spanish

8th Grade

Introduction:

Students will:

- Interact in Spanish asking and answering some questions to meet and get to know new people.
- Interpret ads, charts, graphs, and images to learn about diverse places, people and cultures where Spanish is spoken.
- Reflect on how to communicate respectfully when meeting people from other cultures.

Unit 1:

Students will:

- Interact to express your identity, ask for and give personal information and express preferences about activities.
- Interpret images, video, audio, and print texts in Spanish to gain insights into identity.
- Present basic information about yourself.
- Investigate, explain and reflect on the role of language and music in shaping identity in Paraguay, in Texas and in your community as well.

Unit 2:

Students will:

- Exchange information about your life at school, including people, places, calendars, schedules, and student activities.
- Interpret images, videos, schedules, and calendars to gain insights into what school like is like in Costa Rica.
- Present information about your own life at school.
- Investigate and reflect on how a country's educational system mirrors cultural values and perspectives.

Unit 3:

Students will:

- Exchange information in Spanish about home life and family.
- Interpret short texts about family structure and activities.
- Prepare and present a collection of images and descriptions to share information about your home, family, and friends.
- Explore traditions, languages, people, and geography of Spain and Colorado.

Unit 4:

Students will:

- Share preferences, opinions, and habits about food choices and food purchases.
- Interpret photographs, videos, ads, blogs, and menus to understand food traditions.
- Create and present a series of menu items based on your food preferences and food traditions from a Spanish-speaking country.
- Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.

Unit 5:

Students will:

- Express preferences for leisure activities.
- Make simple social plans.
- Interpret print and audiovisual material about the Dominican celebration of Carnaval.
- Recognize the mutual influences between the Dominican Republic and the U.S., including sports and music.

Unit 6:

Students will:

- Share information, opinions, and preferences about weather, clothing, outdoor activities, and in the Spanish-speaking world.
- Interpret blogs, promotional materials, and reports on climate and weather to play your day.
- Create and present travel information for Spanish-speakers who are planning to visit your community.
- Identify some of the unique geographical features that have shaped and defined the culture of a community.

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French

8th Grade

Unit 1:

Students will:

- greet someone and say good-bye
- ask how someone is
- introduce someone
- ask how old someone is
- give classroom commands
- ask how words are spelled (with appropriate accents included)
- use indefinite articles with nouns • use the verb “*avoir*” and negation
- learn subject pronouns

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

Art Unit:

Students will:

- discuss French artistic eras
- learn about multiple French painters
- identify vocabulary to describe French artwork
- create their own artistic impression of a French work of art

Paris Unit:

Students will:

- be able to identify monuments
- discuss the history of various monuments
- learn the Paris Metro system
- give directions on how to use the Metro between monuments

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*”

Unit 7:

Students will:

- identify articles of clothing
- ask for help when shopping
- ask about pricing and give prices identify
- make a decision
- use a demonstrative adjective
- use an interrogative adjective
- conjugate the verb “*mettre*” and use it in context
- discuss the past using passé composé

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German

8th 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

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- 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

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- 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

6th 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.

7th 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.

8th 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

6th 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.

7th 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.

8th 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, other disciplines, varied contexts, and daily life.
- Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

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Orchestra

6th 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.

7th 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.

8th 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.

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Physical Education

6th 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.
- Identify opportunities within the community for regular participation in physical activities.
- Compare and contrast efficient and inefficient movement patterns.

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

7th 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

Health:

Students will:

- Demonstrate the ability to influence and support others in making positive health choices (e.g., anti-bullying).
- 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.
- Identify consequences of drug use

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8th Grade

Students will:

- Apply rules and basic 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.
- Compare and contrast efficient and inefficient movement patterns.
- 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, with or without the use of technology.
- 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.

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