



Saint John School of Little Canada
Curriculum Book 6-8

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Saint John School Language Arts Philosophy

The philosophy of the Saint John language arts curriculum, as outlined in our standards, is to utilize the structure of the English language, to read, write, spell, listen and research in order to effectively gather and communicate information.

Saint John School Mathematics Philosophy

The philosophy of the Saint John mathematics curriculum, as outlined in our standards, is to empower students to master basic facts, have knowledge of concepts, understand and demonstrate procedures and processes so they are able to apply mathematics to real life situations.

Saint John School Social Studies Philosophy

The philosophy of the Saint John social studies program is designed to enable our students to become active citizens who make informed decisions for the public good. Our program fuses the subjects of geography, history, political science, economics, and civics in order that our students understand their past and present, and prepare for their future as citizens of a culturally diverse and democratic society.

Saint John School Science Philosophy

The philosophy of the Saint John science program is to provide students with STEM guided and inquiry based lab experiences and research opportunities. Students acquire, develop and utilize science skills to apply their knowledge, pose and answer questions, and be stewards of their environment.

Saint John School Religion Philosophy

The philosophy of the Saint John religion program is to teach the students to live the gospel message. We strive to promote: knowledge of our faith, liturgical education, moral formation, prayer, community life, evangelism and service.

Saint John School Art Philosophy

The philosophy of the Saint John art program is to encourage students to explore the varied art processes, techniques and media; promote a mastery of basic art concepts; be a catalyst for inspiration, creativity, possibilities and problem-solving; and provide opportunities for students to discover, enjoy and appreciate the world's diverse artistic heritage.

Saint John School Technology Philosophy

The philosophy of the Saint John School technology program is to promote students' critical thinking, and individual and collaborative problem solving skills through the exemplary use of computers and other technology. Students have the ability to conduct research, produce end products, and utilize a variety of technology tools.

Saint John School Library Science Philosophy

The philosophy of the Saint John Library Science program is to promote a lifelong love of reading both for pleasure and the pursuit of knowledge. It is our goal to serve the educational and informational needs of our students and staff, as well as to provide quality leisure reading materials for our students.

Saint John School Music Philosophy

The philosophy of the Saint John music program is to provide students with music appreciation as well as life-long basic music and performance skills. This is accomplished through the introduction of notation, note reading, cultural awareness and a broad range of musical experiences.

Saint John School Physical Education Philosophy

Saint John physical education philosophy is to provide rigorous activities, games and sports in order to develop physical skills and knowledge of game rules. Students will also practice fair play and learn strategies of individual and team activities. Our program is designed to promote a fit and healthy lifestyle.

Saint John School Spanish Philosophy

The philosophy of the Saint John Spanish curriculum is to empower students to communicate, listen, interpret, and present information, opinions and feelings in Spanish. Students will understand basic components of the Spanish speaking cultures, traditions, ideas, and perspectives.

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Language Arts: Grades 6

I can statements based on the Minnesota Standards and Insight Tool content-

- I can analyze an author's meaning using explicit references from the text without summarization.
- I can summarize a text without personal opinions or judgments.
- I can determine the theme or central ideas of a text and cite details from the text to convey the central idea or theme.
- I can explain how episodes in the story cause characters to respond or change and show how the episodes in the plot move toward a resolution.
- I can relate to characters of other cultures through literature and show the differences among cultural perspectives.
- I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.
- I can analyze the impact of specific word choice on the meaning and tone in a passage.
- I can explain how particular parts of a text fit into the overall structure of a text and contribute to the development of the theme, setting or plot.
- I can explain an author's development of a narrator's or speaker's point of view, including those of different cultures.
- I can compare and contrast how reading a text differs from listening to or viewing a version of the text.
- I can use note taking skills to document what I see, hear and read.
- I can read two or more text from different genres or forms with similar themes.
- I can compare and contrast similar themes and topics from different genres including those by and about Minnesota American Indians.
- I can read and comprehend a variety of literature at grade level.
- I can use comprehension strategies to help me understand complex and challenging text.
- I can draw inferences about the authors meaning and cite text as evidence of my inferences.
- I can determine specific details and how they express the central idea of informational text.
- I can trace the development of a key individual, event or idea in informational text.
- I can locate and explain how anecdotes or examples develop the key in informational text.
- I can use context clues to determine the meaning of unfamiliar words and phrases.
- I can recognize when a reference resource is necessary to determine meaning.
- I can distinguish between literal and figurative language and connotative and denotative meanings.
- I can identify and explain technical language with contextual support.
- I can identify text features and how they fit together to develop ideas.
- I can determine an author's purpose and point of view based on textual evidence.
- I can gather and synthesize information from various sources and media to illustrate understanding of a particular topic.
- I can formulate a coherent understanding of a particular topic using different formats.
- I can trace and evaluate an argument and claims in a text and determine whether they are supported with reasons and evidence.
- I can compare and contrast the presentation of events from two authors' points of view in texts such as memoirs and biographies.
- I can read and comprehend a variety of literary nonfiction at grade level.
- I can independently choose and read challenging literary nonfiction from a variety of genres.
- I can use comprehension strategies to help me understand complex and challenging text.
- I can write an argument to support a claim and support it with clear reasons and relevant evidence from credible sources.
- I can maintain a formal style and follow a predictable structure that includes an introduction, body and conclusion.
- I can write an informative/explanatory text using an appropriate topic, strategy and organization plan.
- I can write a narrative and other creative text to portray real or imagined experiences, using precise words, phrases, clauses and transitions.
- I can use literary and narrative techniques to develop a unique voice and plot line.
- I can produce clear and coherent writing that is appropriate to the task, audience and purpose.
- I can develop and organize writing that is appropriate to task, audience and purpose.
- I can plan, draft, revise, edit, and rewrite to develop and strengthen my writing.
- I can use adult and peer guidance to produce well developed and strong writing.

- I can use technology to produce and publish writing.
- I can develop and research a focused question using multiple sources.
- I can gather relevant and credible information and take notes from print and digital sources.
- I can paraphrase and quote with plagiarizing.
- I can create a bibliography.
- I can write various responses to literature and information text, citing evidence to support my analysis reflection and research.
- I can produce writing for a range of tasks, purposes and audiences, and for academic tasks or self-selected topics.
- I can prepare for a discussion by reading, studying investigating and reflecting on required materials.
- I can refer to evidence to support my own ideas and respond to ideas of others.
- I can follow rules for collaborative discussions in order to make group decisions.
- I can demonstrate an understanding of the perspective of others in the group by reflecting and paraphrasing.
- I can interpret the key ideas presented in diverse media and formats and explain how the presentation of the information contributes to the topic.
- I can listen attentively to a speaker to understand his arguments, claims and intended audience.
- I can orally present claims and findings in a sequential, logical way using appropriate eye contact, volume and pronunciation.
- I can use multimedia components to clarify my oral presentation.
- I can adapt a speech appropriately according to context, audience and task.
- I can evaluate the quality of media sites' information, and identify the purpose of the message and the target audience.
- I can create a multimedia project or digital communication individually or with a group and share the project with an audience.
- I can understand the ideals of copyright.
- I can correctly use and identify pronouns.
- I can demonstrate grade appropriate knowledge of conventions of capitalization, punctuation, and spelling in my writing.
- I can understand and use a variety of sentence patterns to add meaning, interest and style to my writing, speaking, reading or listening.
- I can determine the meaning of a word through its context.
- I can interpret figures of speech in context.
- I can use relationships between words to better understand the words.
- I can explain the differences of words that are similar in denotations but have different connotations.
- I can use different strategies to learn new vocabulary words.

Language Arts: Grades 7

I can statements based on the Minnesota Standards and Insight Tool content-

- I can draw inferences about the author's meaning and correctly cite several pieces of text as evidence.
- I can write an objective summary of the text.
- I can show how the theme or central idea develops through the entire text.
- I can correctly cite details from the text and explain how they work together to convey the central theme.
- I can identify and analyze the elements of a story or drama.
- I can relate to characters of other cultures through literature and show the differences among cultures.
- I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.
- I can identify the form and structure of a drama or poem and analyze how they contribute to their meaning.
- I can analyze and explain how authors create and contrast characters and narrators to shape different points of view.
- I can compare and contrast how reading a text differs from listening to or viewing a version of the text.
- I can compare and contrast a historical account to a fiction version of the same event, including those by and about Minnesota American Indians.
- I can read and comprehend a variety of literature at grade level.
- I can use comprehensive strategies to understand complex and challenging text.

- I can write an objective summary of the text and show how several ideas develop through the entire text.
- I can identify how individual, events and ideas connect in a text.
- I can use context clues or outside resources to determine the meaning of unfamiliar words and phrases.
- I can distinguish between literal and figurative language and connotative and denotative meanings.
- I can identify and explain technical language with contextual support.
- I can analyze the impact of word choice on meaning and tone.
- I can identify the major sections and overall structure of informational text.
- I can determine an author's purpose or point of view based on textual evidence.
- I can compare and contrast how a subject is portrayed across various media.
- I can trace and evaluate an argument and claims in a text.
- I can analyze how multiple authors present key information.
- I can read and comprehend a variety of nonfiction at grade level.
- I can independently choose and read challenging nonfiction from a variety of genres.
- I can use comprehension strategies to understand complex and challenging text.
- I can write an argument to support a claim acknowledging alternate or opposing views and demonstrating a clear understanding of the topic while maintaining a formal style and predictable format.
- I can write a narrative and other creative text to portray real or imagined experiences.
- I can produce clear and coherent writing that is appropriate to task, audience and purpose.
- I can plan, draft, revise, edit and rewrite to develop and strengthen my writing.
- I can use technology to produce and publish writing.
- I can use technology to link to and cite sources.
- I can develop and research a focused question and use several sources to answer that question.
- I can gather relevant, credible and accurate information and take notes from print and digital sources.
- I can paraphrase and quote without plagiarizing using a standard format for citation.
- I can create a basic bibliography.
- I can write various responses to literature and non-fiction, citing evidence to support my analysis, reflection and research.
- I can produce writing for a range of tasks, purposes and audiences.
- I can prepare for a discussion by reading, researching, investigating and reflecting on required materials.
- I can refer to evidence to support my own ideas and respond to ideas of others.
- I can follow rules for collaborative discussions in order to make group decisions.
- I can track progress, stay on topic and define roles within a group.
- I can analyze the main ideas and supporting details presented in diverse media and formats.
- I can listen attentively to delineate a speaker's arguments, and claims and determine the intended audience and strength of the argument.
- I can orally present claims and findings in a sequential, logical way using appropriate eye contact, volume and pronunciation.
- I can use multimedia components to clarify my oral presentation.
- I can adapt a speech appropriately according to context, audience and task.
- I can evaluate the quality of media sites' information, and identify the purpose of the message and the target audience.
- I can create a multimedia project or digital communication individually or with a group and share the project with an audience.
- I can understand the ideals of copyright.
- I can explain different types of phrases and clauses and how they are used in sentences.
- I can demonstrate grade appropriate knowledge of conventions of capitalization, punctuation, and spelling in my writing.
- I can recognize wordiness and redundancy in my writing.
- I can write precisely and concisely.
- I can determine the meaning of a word through its context.
- I can interpret figures of speech in context.
- I can use the relationships between words to better understand the words.
- I can explain the difference of words that are similar in denotations but have different connotations.
- I can use different strategies to learn new vocabulary words.

Language Arts: Grades 8

I can statements based on the Minnesota Standards and Insight Tool content-

- I can analyze the meaning of a text by explaining the author's ideas and my own inferences.
- I can choose and correctly cite the best textual evidence from the text to support my inference.
- I can write an objective summary of the text.
- I can identify particularly important lines of dialogue or incidents in a story and analyze their impact on characters' decisions and development.
- I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.
- I can compare and contrast the structure of multiple texts and analyze how structures affect the meaning and style of a text.
- I can analyze the effect of differences between the points of view of characters and audience/reader.
- I can analyze how a filmed or live production of a story or drama stays faithful to or departs from the original version as well as evaluate the choices made by the director or actors.
- I can understand how older forms of literature influence modern forms of literature.
- I can connect traditional themes, patterns of events and myths to modern fiction.
- I can read and comprehend a variety of literature at grade level.
- I can create an objective summary analyzing the development of a central idea in a text.
- I can explain how the central idea is supported by key details through the entire text.
- I can analyze the similarities and differences between individuals, ideas, or events and support my analysis using comparisons, analogies, or categories.
- I can correctly cite evidence that supports my conclusions.
- I can use context clues or outside resources to determine the meaning of unfamiliar words and phrases.
- I can identify the major sections and overall structure of informational text.
- I can determine an author's purpose or point of view based on textual evidence.
- I can evaluate how using different mediums to present a particular topic has advantages and disadvantages.
- I can delineate and evaluate an argument and claims in a text.
- I can assess whether the evidence used in an argument is relevant and sufficient and recognize when irrelevant evidence is used.
- I can analyze how multiple authors present conflicting information and distinguish between fact and interpretation.
- I can read and comprehend a variety of nonfiction at grade level.
- I can independently choose and read challenging nonfiction from a variety of genres.
- I can use comprehension strategies to understand complex and challenging text.
- I can write an argument to support a claim acknowledging alternate or opposing views and demonstrating a clear understanding of the topic while maintaining a formal style and predictable format.
- I can write an informative text and convey concepts and information with relevant content and develop my topic using organization and formatting tools to aid comprehension.
- I can write a narrative and other creative text to portray real or imagined experiences.
- I can use literary and narrative techniques to develop a unique voice and plot line.
- I can produce clear and coherent writing that is appropriate to task, audience and purpose.
- I can plan, draft, revise, edit and rewrite to develop and strengthen my writing.
- I can use technology to produce and publish writing.
- I can use technology to link to and cite sources.
- I can develop and research a focused question and use several sources to answer that question.
- I can gather relevant, credible and accurate information and take notes from print and digital sources.
- I can paraphrase and quote without plagiarizing using a standard format for citation.
- I can create a basic bibliography.
- I can produce writing for a range of tasks, purposes and audiences.
- I can prepare for a discussion by reading, researching, investigating and reflecting on required materials.
- I can follow rules for collaborative discussions in order to make group decisions.
- I can track progress, stay on topic and define roles within a group.
- I can analyze the main ideas and supporting details presented in diverse media and formats.
- I can listen attentively to delineate a speaker's arguments and claims and determine the intended audience and strength of the argument.

- I can orally present claims and findings in a sequential, logical way using appropriate eye contact, volume and pronunciation.
- I can use multimedia components to clarify my oral presentation.
- I can adapt a speech appropriately according to context, audience and task.
- I can evaluate the quality of media sites' information, and identify the purpose of the message and the target audience.
- I can create a persuasive multimedia project or digital communication individually or with a group and share the project with an audience.
- I can understand the ideals of copyright.
- I can identify verbals, including gerunds, participles, and infinitives as well as recognize why and how they are used in particular sentences.
- I can form and use verbs in the active and passive voice.
- I can demonstrate grade appropriate knowledge of conventions of capitalization, punctuation, and spelling in my writing.
- I can determine the meaning of a word through its context.
- I can interpret figures of speech in context.
- I can use specific strategies to learn new vocabulary words.

Mathematics: Grade 6

I can statements based on the Minnesota Standards and Insight Tool content-

- I can locate positive rational numbers on a number line and plot pairs on a coordinate plane.
- I can compare positive rational numbers in various forms.
- I can understand that percent represents parts out of 100 and ratios to 100.
- I can determine equivalences among fractions, decimals and percents.
- I can factor whole numbers.
- I can express a whole number as a product of prime factors with exponents.
- I can determine greatest common factors and use common factors to calculate with fractions and find equivalent fractions.
- I can determine least common multiples and use common multiples to calculate with fractions and find equivalent fractions.
- I can convert between equivalent representations of positive rational numbers; fractions, decimals, and percents.
- I can identify and use ratios to compare quantities.
- I can understand that comparing quantities using ratios is not the same as comparing quantities using subtraction.
- I can apply the relationship between ratios, equivalent fractions and percents to solve problems in various contexts.
- I can determine the rate for ratios of quantities with different units.
- I can use reasoning about multiplication and division to solve ratio and rate problems.
- I can multiply and divide decimals.
- I can multiply and divide fractions.
- I can understand inverse relationships when multiplying and dividing fractions.
- I can calculate the percent of a number and determine what percent one number is of another number to solve problems.
- I can solve real world and mathematical problems requiring arithmetic with decimals.
- I can solve real world and mathematical problems requiring arithmetic with fractions.
- I can solve real world and mathematical problems requiring arithmetic with mixed numbers.
- I can estimate solutions to problems with whole numbers, fractions and decimals and use the estimates to assess the reasonableness of results in the context of the problem.
- I can understand that a variable can be used to represent a quantity that can change.
- I can represent the relationship between two varying quantities with function rules, graphs, and tables.
- I can apply the associative, commutative and distributive properties and order of operations to generate and solve problems involving positive and rational numbers.
- I can represent real world or mathematical situations using equations involving variables and positive rational numbers.

- I can represent real world or mathematical situations using inequalities involving variables and positive rational numbers.
- I can solve equations involving positive rational numbers using number sense.
- I can calculate the surface area of prisms.
- I can calculate the volume of prisms.
- I can calculate the area of quadrilaterals.
- I can estimate the perimeter of irregular figures.
- I can estimate the area of irregular figures.
- I can find measures of center; mean, median, and mode.
- I can find measures of variation; range, interquartile range, and mean absolute deviation.
- I can represent fractions as proper, improper, and mixed numbers.
- I can solve problems in various contexts involving conversion of weights, capacities, geometric measurements and times within measurement systems using appropriate units.
- I can estimate weights, capacities and geometric measurements using benchmarks.
- I can determine the sample space for a given experiment.
- I can determine the probability of an event using the ratio between the size of the event and the size of the sample space.
- I can represent probabilities as percents, fractions and decimals between 0 and 1 inclusive.
- I can perform experiments for situations in which the probabilities are known.
- I can compare the resulting relative frequencies with the known probabilities.
- I can calculate experimental probabilities from experiments.
- I can represent experimental probabilities as percents, fractions and decimals between 0 and 1 inclusive.
- I can use experimental probabilities to make predictions when actual probabilities are unknown.
- I can differentiate between a rate and a ratio.
- I can identify key words (of, is, and what) to justify my method of solving percent problems.
- I can define, identify, and use the terminology; sum, product, term, quotient, factor, coefficient, difference, and constant.
- I can use formulas and equations to determine the unknown side length when given the area of a quadrilateral.
- I can create a stem-and-leaf plot, dot plot, histogram, and box and whisker plot.
- I can determine the distribution of data.

Mathematics: Grade 7

I can statements based on the Minnesota Standards and Insight Tool content-

- I can classify real numbers as rational or irrational.
- I can classify whether a number is rational or irrational.
- I can analyze the sums of rational numbers and irrational numbers.
- I can analyze the product of non-zero rational numbers and irrational numbers.
- I can determine if the square root of a positive integer is rational or irrational.
- I can compare real numbers with greater than (>), less than (<), or equal sign (=).
- I can order real numbers from least to greatest.
- I can identify which two integers a non-perfect square root would fall between. For example, $\sqrt{20}$ falls in between 4 and 5 because 4×4 is 16 and 5×5 is 25.
- I can locate real numbers on a number line including non-perfect squares. For example, $\sqrt{20}$ falls in between 4 and 5 because 4×4 is 16 and 5×5 is 25. So it would be located slightly past 4.5.
- I can determine rational approximations to the nearest tenth.
- I can simplify positive exponents.
- I can simplify negative exponents.
- I can multiply (+/-) exponents.
- I can divide (+/-) exponents.
- I can raise a power to a power.
- I can write very large or very small numbers in scientific notation and convert between scientific notation and standard notation.

- I can interpret calculator displays of numbers in scientific notation.
- I can multiply and divide numbers written in scientific notation.
- I can express an answer in scientific notation using significant digits when asked for (or representing physical measurements).
- I can differentiate between independent and dependent variables and understand that the independent variable (input) determines the value of the dependent variable (output).
- I can use functional notation, such as $f(x)$, to represent this relationship.
- I can determine which variable represents the independent variable and which represents the dependent variable.
- I can determine that changing the input variable by a certain amount will change the output by a constant amount.
- I can identify that a function is linear if the graph is a straight line with a constant rate of change.
- I can determine that an arithmetic sequence is a linear function.
- I can write a linear function to model an arithmetic sequence in the form $f(x) = mx + b$ where $x = 0, 1, 2, 3 \dots$
- I can identify that a geometric sequence is a non-linear function that can be expressed in the form $f(x) = ab^x$, where $x = 0, 1, 2, 3 \dots$
- I can write a linear equation for a given table.
- I can write a linear equation for a given graph.
- I can write a linear equation for a given verbal description.
- I can make a table from a given equation.
- I can make a table from a given graph.
- I can make a graph from a given equation.
- I can make a graph from a given table.
- I can identify the slope of a linear function or equation when given a table, graph or equation.
- I can identify the y-intercept of a linear function or equation when given a table, graph or equation.
- I can determine the slope and understand that it represents the rate of change.
- I can determine when a table, graph, or equation represents a proportional relationship (direct variation).
- I can describe how the coefficient (slope) affects the graphs of linear functions.
- I can use a given equation to make a table and graph representing an arithmetic sequence.
- I can write an equation to represent a word problem that has an arithmetic sequence.
- I can use an equation, table, and/or graph to solve the given problem involving arithmetic sequences.
- I can use a given equation to make a table and graph representing a geometric sequence.
- I can write an equation to represent a word problem that has a geometric sequence.
- I can use an equation, table, and/or graph to solve the given problem involving geometric sequences.
- I can evaluate algebraic expressions using order of operations when given a specific value for each variable.
- I can evaluate algebraic expressions containing radicals.
- I can evaluate algebraic expressions containing absolute values.
- I can justify steps in equivalent expressions by identifying the properties of algebra used (associative, commutative, distributive).
- I can justify steps in equivalent expressions by identifying the order of operations used, including grouping symbols.
- I can use linear equations to represent situations involving a constant rate of change, including proportional and non-proportional relationships.
- I can solve multi-step equations in one variable.
- I can solve for one variable in a multi-variable equation in terms of other variables.
- I can justify the steps by identifying the properties of equalities used.
- I can write an equation of a line when given the slope and y-intercept.
- I can write an equation of a line when given the slope and a given point.
- I can write an equation of a line when given two points on the line.
- I can put point-slope form into slope-intercept form or standard form.
- I can put standard form into slope-intercept form.
- I can use linear inequalities to represent relationships in various contexts.
- I can solve linear inequalities using properties of inequalities.
- I can graph the solutions to linear inequalities on a number line.
- I can represent relationships in various contexts with equations and inequalities involving the absolute value of a linear expression.
- I can represent relationships using systems of linear equations.
- I can solve systems of linear equations in two variables symbolically, graphically and numerically.

- I can identify that a system of linear equations may have no solution, one solution, or an infinite number of solutions (and relate the number of solutions to pairs of lines that are intersecting, parallel or identical).
- I can check whether a pair of numbers satisfies a system of two linear equations in two unknowns by substituting the numbers into both equations.
- I can use the relationship between square roots and squares of a number to solve problems.
- I can use the Pythagorean Theorem to solve problems involving right triangles (solving for the leg and for the hypotenuse, solving to find the perimeter).
- I can find the distance between two points (vertical points, horizontal points, using the Pythagorean Theorem).
- I can informally justify the Pythagorean Theorem by using measurements, diagrams and technology.
- I can analyze the slope of parallel lines and determine that they have the same slope.
- I can analyze the slope of perpendicular lines and determine that they are negative reciprocals of each other (multiply to get -1).
- I can analyze polygons on a coordinate system by determining the slopes of their sides (whether they are parallel or perpendicular).
- I can use the Pythagorean Theorem to verify whether a given triangle is a right triangle.
- I can collect, display, and interpret data using scatter plots.
- I can use the shape of the scatter plot to informally estimate a line of best fit.
- I can use the shape of the scatter plot to determine an equation for the line.
- I can use appropriate titles, labels, and units on a scatter plot.
- I can use a line of best fit to make statements about approximate rate of change.
- I can use a line of best fit to make predictions about values not in the original data set.
- I can assess the reasonableness of predictions using scatter plots by interpreting them in the original context.
- I can make and interpret circle graphs.
- I can multiply and divide monomials.
- I can find simple and compound interest.
- I can use find the missing measure in special right triangles; 30, 60, 90 and 45, 45, 90.

Mathematics: Grade 8

I can statements based on the Minnesota Standards and Insight Tool content-

- I can write expressions and equations.
- I can use the order of operations.
- I can identify properties when solving problems.
- I can write and use ratios, rates, and unit rates.
- I can write and solve proportions.
- I can solve problems involving percents.
- I can estimate with percents. (Ex. Finding a tip)
- I can solve one-step equations in one variable.
- I can solve two-step equations in one variable.
- I can solve multi-step equations in one variable.
- I can solve equations involving absolute value.
- I can solve equations with variables on both sides.
- I can solve word problems using linear equations.
- I can solve one-step inequalities in one variable.
- I can solve two-step inequalities in one variable.
- I can solve multi-step inequalities in one variable.
- I can solve inequalities with variables on both sides.
- I can graph the solution for inequalities on a number line.
- I can solve word problems using inequalities.
- I can solve compound inequalities and inequalities with absolute value.
- I can graph inequalities with two variables.
- I can graph ordered pairs on a coordinate plane.
- I can represent relations in different forms (map, table, graph, and set of ordered pairs).
- I can determine if a relation is a function and if the relationship is proportional or no proportional.

- I can obtain information and draw conclusions from graphs of linear functions.
- I can determine direct variation.
- I can identify the slope of a line given the graph or the table.
- I can identify the x-intercept and y-intercept of a line from a graph.
- I can graph the line given the slope and the y-intercept.
- I can graph the line given the x-intercept and y-intercept.
- I can convert between slope-intercept form, standard form, and point-slope form for linear equations.
- I can write linear equations for parallel and perpendicular lines.
- I can write a linear equation for the best line of fit.
- I can write expressions for arithmetic and geometric sequences and find the n^{th} term.
- I can solve a system of linear equations by graphing.
- I can solve a system of linear equations by substitution.
- I can solve a system of linear equations by elimination.
- I can interpret the solution to a system of equations.

Social Studies: Grades 6-8

Historical Understanding

A knowledgeable student:

Understands and knows how to analyze chronological relationships and patterns

- Knows how to calculate calendar time, determining the onset, duration, and ending dates of historical events or developments
- Understands patterns of change and continuity in the historical succession of related events
- Knows how to categorize events of the nation into broadly defined eras

Understands the historical perspective

- Understands that specific individuals had a great impact on history
- Understands that specific decisions and events had an impact on history and analyzes the effects these decisions had on history
- Predicts how events might have turned out differently if specific individuals or groups had chosen different courses of action
- Analyzes the influence specific ideas and beliefs had on a period of history
- Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos; magazine articles, newspaper accounts, hearsay)

World History

A knowledgeable student:

Understands the biological and cultural processes that shaped the earliest human communities

- Understands the social and cultural characteristics of hunter-gatherer communities in various continental regions
- Understands the role of the environment in the development of different human communities
- Understands how different human communities expressed their beliefs

Understands the processes that contributed to the emergence of agricultural societies around the world

- Understands the role of agriculture in early settled communities
- Understands the development of early agricultural communities in different regions of the world
- Understands immediate and long-term impacts and influences of early agricultural communities
- Understands what archaeological evidence reveals about the social and cultural conditions of agricultural societies and the inherent disadvantages and advantages of hunter-gatherer and early farming styles

Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley

- Understands influences on the development of various civilizations in the 4th and 3rd millennia BCE
- Understands the characteristics of writing forms in Mesopotamia, Egypt, and the Indus Valley and how written records shaped political, legal, religious, and cultural life
- Understands how economic, political, and environmental factors influenced the civilizations of Mesopotamia, Egypt, and the Indus Valley
- Understands environmental and cultural factors that shaped the development of Mesopotamia, Egypt and the Indus Valley (e.g., development of religious and ethical belief systems and how they legitimized political and social order; demands of the natural environment; how written records such as the Epic of Gilgamesh reflected and shaped the political, religious, and cultural life of Mesopotamia)

Understands technological and cultural innovation and change from 1000 to 600 BCE

- Understands the development of Greek city-states
- Understands elements of Judaism and how it compares to other religions
- Understands geographical and architectural features of Egypt
- Understands the role of technology in societies of Southwest Asia and the Mediterranean region

Understand how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE

- Understands the origins and social framework of Roman society
- Understands the significant individuals and achievements of Roman society
- Understands shifts in the political and social framework of Roman society, including the status and roles of women in society
- Understands the significance of Jesus of Nazareth
- Understands events in the rise of Christianity, and the influence of Christian beliefs on political, social and cultural aspects of society
- Understands the commercial and cultural significance of the trans-Eurasian "silk roads" to the Roman and Chinese Empires and the peoples of Central Asia
- Understands the origins of Buddhism and fundamental Buddhist beliefs

Understands the causes and consequences of the development of Islamic civilization between the 7th and 10th centuries

- Understands how the Muslims spread Islamic beliefs and established their empire
- Understands the influence of Islamic ideas and practices on other cultures and social behavior
- Understands the effect of geography on different groups and their trade practices

Understands the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries

- Understands influences on the economic development of Sub-Saharan empires
- Understands the development of the empires of Mali and Songhai
- Understands how architecture reveals the influence of foreign states and the end of African isolation

Understands the expansion of states and civilizations in the Americas between 1000 and 1500

- Understands how the Aztec Empire arose in the 14th century
- Understands social and cultural features of Aztec society
- Understands social and political elements of Incan society
- Understands what archaeological, artistic, and written sources can illustrate about pre-European life in the Americas
- Understands cultural and economic elements of North American and Mesoamerican civilizations
- Understands the similarities and differences between Incan and Aztec society
- Understands how the natural environment affected the organization of developing societies of the North American plains, Southwestern deserts, and the tropical forests of the Yucatan
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Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations

- Understands the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages
- Understands what technological innovations contributed to increasing oceanic travel in the 15th and 16th centuries
- Understands the cultural and biological exchange between the Americas and Afro-Eurasia in the late 15th and 16th centuries

United States History

A knowledgeable student

Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

- Understands the migration and settlement patterns of peoples in the Americas
- Understands the significance of beliefs held by both Native Americans and Europeans
- Understands social, economic, and cultural characteristics of European society
- Compares political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492
- Understands the economic, social, and cultural influence of location and physical geography on different Native American societies
- Understands the scientific and technological factors that contributed to the age of exploration and settlement in the Americas
- Understands ways in which European societal views influenced European perspectives of other cultures during the period of exploration and early settlement

Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization

- Knows the features of the major European explorations that took place between the 15th and 17th centuries
- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus
- Understands the immediate and long-term impact of Columbus' voyages on Native populations and on colonization in the Americas
- Understands how motives differed among English colonizers and between the English and the Spanish, French, and Dutch colonizers

Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean

- Understands the lives of free and indentured immigrants who came to North America and the Caribbean from Europe
- Understands growth and change in the European colonies during the two centuries following their founding
- Understands peaceful and conflicting interaction between English settlers and Native Americans in the New England, Mid-Atlantic, Chesapeake, and lower South colonies
- Understands the cultural and environmental impacts of European settlement in North America
- Understands the similarities and differences in backgrounds, motivations, and occupational skills between people in the English settlements and those in the French and Spanish settlements
- Understands the events that culminated in the English victory over the French in the Seven Years War, and why the war and its outcomes were significant

Understands how political, religious, and social institutions emerged in the English colonies

- Understands ideas that influenced religious and political aspects of colonial America
- Understands the influence of Enlightenment ideas on American society
- Understands the development of colonial governments
- Understands how and why family and community life differed in various regions of colonial North America

- Understands how political, social, and economic tensions led to violent conflicts between the colonists and their governments
- Understands the role of religion in the English colonies
- Understands how family and gender roles of different regions of colonial America changed across time (1600-1700)

Understands how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas

- Understands the factors that shaped the economic system in the colonies and the Americas
- Understands mercantilism and how it influenced patterns of economic activity
- Understands the environmental and legislative impacts on economic growth in different regions of the English colonies
- Understands the social, cultural, and political events that shaped African slavery in colonial America

Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory

- Understands the events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War
- Understands the major ideas in the Declaration of Independence, their sources, and how they became unifying ideas of American democracy
- Understands the strategic elements of the Revolutionary War
- Understands perspectives of and the roles played in the American Revolution by various groups of people

Understands the impact of the American Revolution on politics, economy, and society

- Understands the major political issues in the thirteen colonies after their independence from England
- Understands political and economic issues addressed by the Continental Congress

Understands the institutions and practices of government created during the Revolution and how these elements were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

- Understands the issues and ideas supported and opposed by delegates at the Constitutional Convention
- Understands the significance of the Bill of Rights and its specific guarantees (e.g., the relevance of the Bill of Rights in today's society)

Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

- Understands the factors that led to U.S. territorial expansion in the Western Hemisphere
- Understands the War of 1812
- Understands how early state and federal policy influenced various Native American tribes
- Understands the origins of Manifest Destiny and its influence on the westward expansion of the United States
- Understands the major events of U.S. foreign policy during the early 19th century

Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions

- Understands the major technological developments that influenced land and water transportation, the economy, international markets, and the environment between 1801 and 1860
- Understands social and economic elements of urban and rural life in the early and mid-19th centuries
- Understands how slavery shaped social and economic life in the South after 1800

Understands the extension, restriction, and reorganization of political democracy after 1800

- Understands the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period
- Understands how tariff policy and issues of state's rights influenced party development and promoted sectional differences

Understands the sources and character of cultural, religious, and social reform movements in the antebellum period

- Understands the significant religious, philosophical, and social movements of the 19th century and their impacts on American society and social reform
- Understands how women influenced reform movements and American society during the antebellum period

Understands the causes of the Civil War

- Understands the economic, social, and cultural differences between the North and South
- Understands the development of sectional polarization and secession prior to the Civil War
- Understands issues other than slavery that led to the Civil War

Understands the course and character of the Civil War and its effects on the American people

- Understands the technological, social, and strategic aspects of the Civil War
- Understands the provisions and significance of the Emancipation Proclamation
- Understands the impact of the Civil War on social and gender issues
- Understands how different groups of people shaped the Civil War

Understands how various reconstruction plans succeeded or failed

- Understands military, political, and social factors affecting the post Civil War period
- Understands the effect of differing Reconstruction policies and how they were perceived
- Understands the economic and social problems facing the South and their impact on different groups of people at the close of the Civil War

Understands how the rise of corporations, heavy industry, and mechanized farming transformed American society

- Understands the economic and social changes that occurred in late 19th century American cities
- Understands responses to the challenges of rapid urbanization in the late 19th century
- Understands social development and labor patterns in the late 19th century West

Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

- Understands patterns of immigrant life after 1870
- Understands changes in American life in the late 19th century
- Understands opposition to discrimination in the late 19th century

Understands the rise of the American labor movement and how political issues reflected social and economic changes

- Understands the conditions affecting employment and labor in the late 19th century
- Understands the appeal of various political parties and the positions they took

Understands federal Indian policy and United States foreign policy after the Civil War

- Understands significant events for Native American tribes in the late 19th century and how they responded
- Understands interaction between Native Americans and white society
- Understands the expansion of U.S. territories in the post-Civil War era
- Understands the causes and consequences of the Spanish-American War

Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

- Understands how migrants from rural areas and immigrants from other lands experienced life in growing urban centers and how they coped
- Understands the issues of those groups who supported and rejected the goals of Progressivism

Understands the changing role of the United States in world affairs through World War I

- Understands different types of U.S. diplomacy in the early 20th century and how they were applied
- Understands World War I prior to U.S. intervention
- Understands the impact of the United States involvement in World War I

Understands how the United States changed between the post-World War I years and the eve of the Great Depression

- Understands efforts to restrict immigrants and diverse groups of people in the post-World War I era
- Understands the rise of a mass culture in the 1920s
- Understands influences on African American culture during the 1920s
- Understands the effects of women's suffrage on politics
- Understands the various social conflicts that took place in the early 1920s
- Understands elements that contributed to the rise of modern capitalist economy
- Understands changing attitudes toward women in the post-World War I era

Understands the causes of the Great Depression and how it affected American society

- Understands economic aspects of the Great Depression
- Understands the social and economic impact of the Great Depression

Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

- Understands the background and leadership styles of depression-era presidents (e.g., Herbert Hoover, Franklin D. Roosevelt)
- Understands the personal and political reasons for Herbert Hoover's and Franklin D. Roosevelt's responses to the depression
- Understands various challenges to the New Deal
- Understands the contributions of Eleanor Roosevelt to the New Deal

Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

- Understands events leading to U.S. involvement in World War II
- Understands the development of new political thinking and forms of government in Europe between World War I and World War II
- Understands how the outcome of World War I contributed to the outbreak of World War II
- Understands U.S. international relations prior to its entrance into World War II
- Understands military strategies used during World War II
- Understands events on the U.S. home front during World War II
- Understands how minority groups were affected by World War II
- Understands how World War II influenced American society

Understands the struggle for racial and gender equality and for the extension of civil liberties

- Understands the development of the civil rights movement
- Understands individual and institutional influences on the civil rights movement
- Understands factors that shaped the women's rights movement after World War II

Understands economic, social, and cultural developments in the contemporary United States

- Understands changes in the contemporary workplace
- Understands aspects of contemporary American culture
- Understands contemporary issues concerning gender and ethnicity

Understands the history behind the terrorist attacks on the United States on September, 11, 2001

- Understands why the Middle East is important to people around the world
- Views the United States of America from the perspective of Middle Easterners
- Understands what terrorism is

- Understands why the terrorists targeted the United States
- Understands who Osama bin Laden and al Qaeda are
- Understands how America has changed since September 11, 2001
- Forms opinions about what should be done about the situation in the Middle East

Geography

A knowledgeable student:

Understands the characteristics and uses of maps, globes, and other geographic tools and technologies

- Uses map grids to plot absolute location
- Knows the purposes and distinguishing characteristics of different map projections, including distortion on flat-map projections
- Knows the advantages and disadvantages of maps, globes, and other geographic tools to illustrate a data set
- Knows how maps help to find patterns of movement in space and time

Knows the location of places, geographic features, and patterns of the environment

- Knows the location of major cities in North America
- Knows the approximate location of major continents, mountain ranges, and bodies of water on Earth
- Knows the location of physical and human features on maps and globes
- Knows the relative location of, size of, and distances between places

Understands the nature, distribution and migration of human populations on Earth's surface

- Knows the causes and effects of human migration
- Knows the ways in which human movement and migration influence the character of a place

Understands the patterns of human settlement and their causes

- Knows the causes and consequences of urbanization
- Knows ways in which both the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form
- Knows the factors involved in the development of cities

Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

- Understands factors that contribute to cooperation (e.g., similarities in religion, language, political beliefs) or conflict (e.g., economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations) within and between regions and countries
- Knows the social, political, and economic divisions on Earth's surface at the local, state, national, and international levels
- Understands the various factors involved in the development of nation-states
- Understands the factors that affect the cohesiveness and integration of countries
- Understands the symbolic importance of capital cities

Understands how physical systems affect human systems

- Knows the ways in which human systems develop in response to conditions in the physical environment
- Knows how the physical environment affects life in different regions
- Knows the ways people take aspects of the environment into account when deciding on locations for human activities
- Knows the effects of natural hazards on human systems in different regions of the United States and the world

Understands global development and environmental issues

- Understands how the interaction between physical and human systems affects current conditions on Earth
- Understands the possible impact that present conditions and patterns of consumption, production and population growth might have on the future spatial organization of Earth
- Understands why different points of view exist regarding contemporary geographic issues

Economics

A knowledgeable student:

Understands characteristics of different economic systems, economic institutions, and economic incentives

- Understands that employers are willing to pay wages and salaries to workers because they expect to sell the goods and services those workers produce at prices high enough to cover the wages and salaries and all other costs of production
- Knows that in a command economic system a central authority, usually the government, makes the major decisions about production and distribution
- Knows that in a market economic system individual households and business firms make the major decisions about production and distribution in a decentralized manner following their own self-interests
- Understands that national economies vary in the extent to which they rely on government directives (central planning) and signals from private markets

Understands the concept of prices and the interaction of supply and demand in a market economy

- Understands that the price of any one product is influenced by and also influences the prices of many other products
- Understands that an increase in the price of a good or service enables producers to cover higher costs and earn profits, causing the quantity supplied to increase (and vice versa), but that this relationship is true only as long as other factors influencing costs of product and supply do not change

Understands unemployment, income, and income distribution in a market economy

- Understands that wages and salary are influenced by forces of supply and demand for labor, as well as an individual's productivity, education, training and skills
- Understands that the unemployment rate (i.e., the percentage of the labor force considered to be unemployed) rises during a recession, and the economy's production is less than its potential level

Civics

A knowledgeable student:

Understands ideas about civic life, politics, and government

- Knows institutions that have the authority to direct or control the behavior of members of a society
- Understands major ideas about why government is necessary
- Understands competing ideas about the purposes government should serve

Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government

- Understands how a government with a constitution but without effective ways to enforce it may still have unlimited power
- Knows how constitutions have been used to promote the interests of a particular group, class, religion, or political party
- Knows how constitutions have been used to protect individual rights and promote the common good
- Knows the type of public servants needed to help establish and maintain constitutional government

Understands the advantages and disadvantages of federal and unitary systems of government

- Knows the basic characteristics of a unitary system of government, and knows examples of this system of government
- Knows the basic characteristics of a federal system of government, and knows examples of this system of government

Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society

- Knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, and other writings
- Knows how certain provisions of the United States Constitution give government the necessary power to fulfill its purposes
- Understands how the United States Constitution serves to limit the powers of government
- Knows opposing positions on current issues involving constitutional protection of individual rights such as limits on speech, separation of church and state, cruel and unusual punishment, search and seizure, and privacy

Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

- Identifies fundamental values and principles that are expressed in basic documents, significant political speeches and writings, and individual and group actions that embody fundamental values and principles
- Understands how certain values are fundamental to American public life
- Knows that constitutional government is a fundamental principle of American democracy

Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

- Knows how diversity encourages cultural creativity
- Knows major conflicts in American society that have arisen from diversity
- Knows ways in which conflicts about diversity can be resolved in a peaceful manner that respects individual rights and promotes the common good
- Knows how an American's identity stems from belief in and allegiance to shared political values and principles, and how this identity differs from that of most other nations, which often base their identity on such things as ethnicity, race, religion, class, language, gender, or national origin
- Knows why it is important to the individual and society that Americans understand and act on their shared political values and principles

Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power

- Understands how the legislative, executive, and judicial branches share power and responsibilities
- Understands how the legislative branch can check the powers of the executive and judicial branches by establishing committees to oversee the executive branch's activities; impeaching the president, other members of the executive branch, and federal judges; overriding presidential vetoes; disapproving presidential appointments; and proposing amendments to the Constitution
- Understands how the executive branch can check the powers of the legislative and judicial branches by vetoing laws passed by Congress and nominating members of the federal judiciary
- Understands how the judicial branch can check the powers of the executive and legislative branches by overruling decisions made by lower courts and ruling on the constitutionality of laws made by Congress and the actions of the executive branch
- Understands how the distribution and sharing of power between the national and state governments increases opportunities for citizens to participate and hold their governments accountable

Understands the meaning of citizenship in the United States, and knows the requirements for citizenship and naturalization

- Understands that American citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings such as race, gender, or ethnicity; and confers certain rights and privileges
- Knows that Americans are citizens of both their state and the United States
- Understands what constitutes citizenship by birth in the United States
- Understands the distinction between citizens and non-citizens (aliens) and the process by which non-citizens may become citizens

- Knows the criteria established by law that are used for admission to citizenship in the United States such as five years of residence in the U.S.; ability to read, write, and speak English; proof of good moral character; knowledge of the history of the U.S.; knowledge of and support for American constitutional democracy

Understands how participation in civic and political life can help citizens attain individual and public goals

- Understands how participation in civic and political life can help bring about the attainment of individual and public goals
- Understands how Americans can use the following means to monitor and influence politics and government at local, state, and national levels: joining political parties, interest groups, and other organizations that attempt to influence public policy and elections; voting; taking part in peaceful demonstrations; circulating and signing petitions
- Knows historical and contemporary examples of citizen movements seeking to promote individual rights and the common good
- Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is a form a political participation

Science: Grades 6-8

Grade 6: Life Science

From Molecules to Organisms: Structures and Processes

A knowledgeable student:

- Conducts an investigation to provide evidence that living things are made of cells; either one cell or many different numbers of cells.
- Develops and uses a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- Uses argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- Uses argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- Constructs a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Constructs a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Develops a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Gathers and synthesizes information that sensory receptors respond to stimuli by sending messages to the brain for immediate

Ecosystems: Interactions, Energy, and Dynamics

A knowledgeable student:

- Analyzes and interprets data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Constructs an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- Develops a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- *Constructs an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.*
- Evaluates competing design solutions for maintaining biodiversity and ecosystem services.

Heredity: Inheritance and Variation of Traits

A knowledgeable student:

- Develops and uses a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develops and uses a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Biological Evolution: Unity and Diversity

A knowledgeable student:

- Analyzes and interprets data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Applies scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyzes displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
- Constructs an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Gathers and synthesizes information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
- Uses mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Engineering Design

A knowledgeable student:

- Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment.
- Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develops a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Grade 7: Earth Science

Earth's Place in the Universe

A knowledgeable student:

- Develops and uses a model of the Earth-sun-moon to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develops and uses a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyzes and interprets data to determine scale properties of objects in the solar system.
- Constructs a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6 billion year old history.

Earth's Systems

A knowledgeable student:

- Develops a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Constructs an explanation based on evidence for how geocentric processes have changed Earth's surface at varying time and spatial scales.
- Analyzes and interprets data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Develops a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Collects data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develops and uses a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Earth and Human Activity

A knowledgeable student:

- Constructs a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyzes and interprets data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Applies scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Constructs an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- Asks questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Engineering Design

A knowledgeable student:

- Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment.
- Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develops a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Grade 8: Physical Science

Matter and Its Interactions

A knowledgeable student:

- Develops models to describe the atomic composition of simple molecules and extended structures.
- Analyzes and interprets data on the properties of substances before and after the substances interact to determine if chemical reaction has occurred.
- Gathers and makes sense of information to describe that synthetic materials come from natural resources and impact society.
- Develops a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

- Develops and uses a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertakes a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

Motion and Stability: Forces and Interactions

A knowledgeable student:

- Applies Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- Plans 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.
- Asks questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Constructs and presents arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- Conducts an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Energy

A knowledgeable student:

- Constructs and interprets graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develops 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.
- Applies scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plans an investigation to determine the relationships 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.
- Constructs, uses, and presents arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Waves and Their Applications in Technologies for Information Transfer

A knowledgeable student:

- Uses 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.
- Develops and uses a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrates qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

Engineering Design

A knowledgeable student:

- Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment.
- Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develops a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Religion: Grades 6-8

A knowledgeable student will understand the following aspects of our Catholic faith:

Knowledge of Faith - Know, understand and integrate Catholic beliefs

Know, love, and be in relationship with Jesus Christ

- Explain various titles of Jesus (Priest, Messiah, Teacher, Lamb of God, Prophet, Son of God)
- Explain that “faith” is our lifetime response to God who reveals himself to us (CCC, 26)
- Discuss the implications for how belief in Jesus affects our life

Explore Scripture as hearers and doers of the Word

- Recognize the list of Old and New Testament books found in the index of a Catholic Bible
- Define oral tradition, literary forms and synoptic gospels
- Explain the Hebrew Covenant
- Describes the historical and social world of Jesus
- Recognize that the Scripture (Bible) is the primary way God reveals Himself to us.
- Know that the Scripture (Bible) is the inspired Word of God and not a book of historical or scientific facts
- Know and retell the following Bible stories:
 - “Call of Abraham” (Gen. 12: 1-8)
 - “Joseph in Egypt” – (Gen. 37:26-36)
 - “Moses and the Exodus” (Ex. 12:1-14, 32-42)
 - “Prophets” (David and Isaiah)
 - “Great Commandment” (Mt. 22:34-40)
 - “Birth, Death, Resurrection, Ascension of Jesus”
 - (Gospels)
 - “Prodigal Son” (Luke 15:11-31)
 - “Sermon on the Mount” (Beatitudes – Matthew 5: 1 – 12)
 - “Pentecost” (Acts of the Apostles 2: 1 – 14)
- Understand the major teachings of Catholicism
- Define the meaning of creed
- Explain the elements of the Catholic faith contained in the Creed
- Know that salvation is a gift from God that requires our response of both faith and good works
- Know that the Trinity is the central mystery of our Christian faith and life
- Name the marks of the church
- Explain the communion of saints

Know the Church’s teaching on the dignity of the human person in its social doctrine, including respect life teaching

- Name the Spiritual and Corporal Works of Mercy and know the meaning of each.
- Give examples of how we show respect for all life
- Give examples of Catholic Social Teachings and how they relate to our life

Learn the richness of the Church’s tradition and understand Church history

- Recall major events, themes and people from salvation history: Creation, Adam and Eve, Abraham, Moses, Exodus, Covenant, Joshua, David, Ruth, Isaiah, Prophets, Kingdoms, Exile, Deborah, Gospel Writers, Mary, Apostles, Paul, and the Paschal Mystery
- Recognize the importance of ecumenical dialogue in furthering Christian unity
- Recognize the value of different cultural expressions of Catholicism
- Explain the “Kingdom” or “Reign of God”
- Recognize some significant development in church history after the time of Jesus (e.g. Vatican II)
- Name three holy men or women who live now and follow the teachings of Jesus
- Explain some important historical facts about your parish

Learn the meaning and practical relevance of current church teachings as presented by the pope, diocesan bishop, Vatican congregations, and the United States Conference of Catholic Bishops

- Identify that the unique origin of the Roman Catholic Church is rooted in Jesus commissioning of Peter to be the head of the apostles and unifier of the Church
- Describe the role of the magisterium of the Church (teaching authority)
- Describe the hierarchical structure of the Catholic Church; the relationship of the local pastor to the bishop, to the USCCB and to Rome
- Give examples of how the bishop uses his public role to promote the common good and Catholic Social Teachings
- Explain the role of infallibility
- Explain the vows of poverty, chastity and obedience and how they are lived in a 'vowed religious life'
- Describe the process of canonization

Liturgical Education

Understand, live, and bear witness to the suffering, death, and resurrection of Jesus, celebrated and communicated through the sacramental life of the Church

- Describe the process of canonization
- Give examples of how we witness to Jesus' life, death and resurrection
- Explain how the sacraments strengthen us to witness to Jesus' life
- Understand the Christian meaning of death and afterlife and explain the funeral rituals

Understand church doctrine on the Eucharist and other sacraments

- Identify and explain the signs and symbols for each Sacrament and describe what each Sacrament celebrates
- Understand the nature and purpose of ritual
- Understand the centrality of Eucharist in the Christian life
- Describe the importance of the Eucharistic Prayer in the Mass
- Describe the main responsibilities of priesthood and permanent diaconate
- Explain the importance of the vocation of Christian marriage
- Name the Gifts of the Holy Spirit
- Reflect on the experience of Sunday Eucharist (Mass) (what you see/hear/images/smell/what touched you)

Acquire the spirituality, skills, and habits of full, conscious, and active participation in the liturgy

- Explain how liturgy is the work of the Christian community (assembly)
- Appreciate the importance of symbolic actions in ritual
- Describe how the Christian mystery is celebrated over the cycle of time: the Liturgical Year, symbols associated with each season and the liturgical color for Advent, Christmas, Lent, Easter, Pentecost and Ordinary Time
- Explain the Lenten fasting regulations
- Reflect on the experience of Sunday Eucharist (Mass) and how it connects one to family, parish and daily life
- Know the difference between the Sunday Eucharist (Mass) and a Word/Communion service

Value the dignity and responsibility of Christian baptism

- Recognize the importance of the Sacrament of Baptism and our Baptismal vows for living as disciples of Jesus Christ and as members of the Catholic community
- Discuss how our Baptismal vows relate to the Creed and are prayed at the Sacraments of Initiation
- Exhibit ways to be evangelizers
- Explain the RCIA (Rite of Christian Initiation of Adults) process

Understand the roles of the laity and ordained in liturgical celebrations

- Help plan, implement, participate and/or lead several different prayer experiences

- Understand the role of the assembled community in our liturgical celebrations
- Participate in various liturgical ministries

Understand and participate in the Church’s daily prayer, Liturgy of the Hours, and learn to pray the Psalms

- Pray the canticles: Zechariah, Mary and Simeon (Morning, Evening, Bedtime)
- Pray the Liturgy of the Hours during main liturgical seasons and feasts
- Lead a younger grade in Liturgy of the Hours

Moral Formation

Understand the “Great Commandment” of Jesus

- Explain how the ‘Great Commandment’ guides us in moral decision making
- Explain the relationship between the ‘Great Commandment’ and free will

Understand the Ten Commandments, the Beatitudes and moral teachings of the Church and live according to them

- Apply the Ten Commandments, Catholic Social Teachings, Beatitudes and Works of Mercy to daily living
- Understand that living a moral life is a life long process of conversion
- Understand and act on moral norms concerning speech (e.g. tell the truth, avoid “bad language”)
- Show respect for the property of others and make restitution for damage or theft of another’s property

Understand the dignity, destiny, freedom, and responsibility of each person

- Exhibit the use of critical reflection process in daily life
- Choose to respect the human body as a Temple of the Holy Spirit (e.g. virtue of purity)
- Apply principles of Catholic moral teachings to daily living
- Show respect for the property of others and make restitution for damage or theft of other’s property

Understand the meaning and nature of sin and the power of God’s grace to overcome it

- Know different forms of celebrating the Sacrament of Reconciliation
- Interpret different Bible stories about Jesus and forgiveness
- Know the precepts of the church
- Understand that with the grace of God, one overcomes sin

Learn how to acquire and follow a well-formed conscience

- Adopt the use of scripture, doctrine, and church teachings in making moral decisions
- Distinguish between object, intention and circumstances as sources of the morality of human acts
- Acknowledge that people should have a well formed conscience and live according to it
- Show continuing desires to live a moral life

Promote the Gospel of Life so that respecting life from conception until natural death is honored in personal behavior, public policy, and in the expressed values and attitudes of our society

- Demonstrate how moral virtues strengthen our lives
- Relate sources of violence, oppression and injustice and how they impact today’s society
- Give examples of ways to influence public policy
- Show ways to respect life at all stages

Live a lifestyle reflecting scriptural values

- Seek ways to be disciples of Jesus
- Display respect for others, in all areas, including sexuality
- Distinguish charity from justice

Prayer

Become familiar with the diverse forms and expressions of Christian prayer, with special attention to the Our Father, the prayer which Jesus taught his disciples and which is the model for all Christian prayer

- Understand that the Our Father is a summary of the gospels
- Recite the following prayers: Apostles' Creed, Prayer for the Dead (Eternal Rest.), Acts of Faith, Hope and Charity, Stations of the Cross

Experience and appreciate the richness of the Catholic tradition of mysticism and contemplation

- Engage in as much as 15 minutes a time in Guided Meditation
- Experience and practice other forms of meditation (e.g. Lectio Divina, Mantras)

Develop a regular pattern of personal prayer and spiritual reflection, recognizing vocal prayer, meditation, and contemplative prayer as basic and fruitful practices in the life of a disciple of Jesus Christ

- Experience the freedom to approach God with their deepest needs, concerns and struggles

Engage in shared prayer with others, especially family prayer, as well as at parish meetings and in small communities of faith

- Lead others in prayers of petition and intercession
- Reflect their awareness of the complexity of world situations through different prayer forms
- Recognize, appreciate and understand a variety of ways God answers prayers

Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ

- Demonstrate an understanding that every Baptized person is called to be a blessing and to bless
- Foster intergenerational prayer with others
- Experience Eucharistic Adoration, Stations of the Cross and the Rosary

Education for Community Life

Foster spiritual growth in community

- Explain the centrality of the Sunday Eucharist in the life of the church.
- Name the gifts of the Holy Spirit and give examples of how they help form us in community

Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility

- Display compassion for all
- Identify ways to know and do God's will
- Distinguish between the long-lasting happiness that comes from hope in God and the temporary happiness that comes from the world and things
- Apply the cardinal and theological virtues and give examples of how they are guides for our daily living
- Identify and interpret our duty to work with religious and civic leaders to build a world based on justice and the common good for all

Nurture marriage and family life

- Understand the value of sexuality and chastity
- Exhibit increased responsibilities within the family unit

- Practice and apply conflict resolution strategies to their relationships
- Understand the value of the Sacrament of Matrimony
- Understand that when adults freely enter into the covenant of marriage it entails faithful love and is indissoluble
- Understand that every human life, from conception until death, is sacred

Share actively in the life and work of the parish, and foster the potential of small communities to deepen the faith relationships of members, to strengthen the bonds of communion with the parish, and to serve the Church's mission in society

- Participate in the ministries of the parish
- Describe the relationship between charity and justice
- Advocate for justice

Understand the Church's teaching on the nature and mission of the Church, including an understanding of the Church's authority and structures and of the rights and responsibilities of the Christian faithful

- Summarize the four marks of the Church
- Understand the mission of the Church as herald, prophet, servant and community
- Apply the baptismal call to holiness (priest, prophet and king) to all areas of their life
- Identify the roles and responsibilities of the laity and ordained in carrying out the mission of the Church

Support the ecumenical movement and promote the unity of God's people as an important dimension of fidelity to the Gospel.

- Distinguish between uniquely Catholic beliefs and practices and those shared by other Christian religions
- Dialogue about faith with persons of other religious traditions

Missionary Initiation

Cultivate an evangelizing spirit among all the faithful

- Participate in a retreat or evening of reflection
- Explain the nature and purpose of evangelization
- Demonstrate how their good works can be a means to evangelize
- Invite others to learn more about or participate in the parish community

Respond to God's call whether as a lay person, ordained, or vowed religious

- Describe the mission of the laity in the world
- Discuss the contributions of various religious orders in the United States
- Discuss ways the vocations of single life, married, vowed religious and ordained give service to others
- Give examples of saints, heroes and holy people
- Apply the virtues to daily life
- Identify founders of major religious communities and how their followers serve the Church today (e.g. Dominicans, Franciscans, Notre Dame and St. Joseph Sisters)

Encourage, motivate, and equip the faithful to speak to others about scripture, tradition, and teachings of the church

- Understand that the main teachings of the faith are contained in the Creed
- Participate and recall personal faith sharing

Explore and promote the applications of the Church's moral and social teachings

- Identify forces of violence, oppression and injustice present in today's society
- Apply the Gospel message regarding justice and peace to circumstances in life
- Evaluate the issues of poverty and illiteracy found in the larger community in light of the Church's social teachings

Understand the importance of serving those in need, promoting the common good, and working for the transformation of society through personal and social action

- Identify opportunities to perform the Works of Mercy
- Evaluate what participation in service teaches oneself
- Evaluate wants and needs in light of the common good
- Assume responsibility for changes in behavior and/or attitude (e.g. recycle, clean up after self)

Appreciate the value of inter-religious dialogue and contacts

- Determine key areas where the Catholic Church and other Christian denominations are similar and different
- Demonstrate respect for persons of other religions
- Show an awareness of the special place Jewish people have in salvation history

Art: Grades 6-8

A knowledgeable student:

Understands and applies media, techniques and processes

- Students know the differences between materials, techniques and processes
- Students describe how different materials, techniques and processes cause different responses
- Students use different media, techniques and processes to communicate ideas, experiences and stories
- Students intentionally take advantage of the qualities and characteristics of media, techniques and processes to enhance communication of their experiences and ideas

Uses knowledge of structures and functions

- Students generalize about the effects of visual structures and functions
- Students reflect upon these effects in their own work
- Students employ organizational structures
- Students analyze what makes these structures effective in the communication of ideas
- Students select and use the qualities of structures and functions of art to improve communication of their ideas

Chooses and evaluates a range of subject matter, symbols and ideas

- Students explore and understand prospective content for works of art
- Students select and use subject matter, symbols, and ideas to communicate meaning
- Students use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artworks

Understands the visual arts in relation to history and cultures

- Students know and compare the characteristics of artworks in various eras and cultures
- Students describe and place a variety of art objects in historical and cultural context
- Students analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

Reflects upon and assesses the characteristics and merits of their work and the work of others

- Students compare multiple purposes for creating works of art
- Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Students describe and compare a variety of individual responses to their own artworks and artworks from various eras and cultures

Makes connections between visual arts and other disciplines

- Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods or cultural context
- Students describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts

Technology: Grades 6-8

A knowledgeable student:

Knows the characteristics and uses of computer hardware and operating systems

- Knows the differing capacities and trade-offs for computer storage media
- Types the whole alphabet using two handed proficiency

Knows the characteristics and uses of computer software programs

- Creates digital movies, photos, and sound and presents their creations
- Understands copyright laws and ethical use of information on the internet
- Builds tables in word processor document and displays appropriate information
- Uses formulas to manage number data in spreadsheets
- Creates a product to be used in a business (i.e. menu)
- Uses advanced coding
- Captures and manipulates digital images
- Creates presentations using digital images
- Creates projects using Paint and other digital media
- Creates short animations using stop motion technology

Understands the relationships among science, technology, society, and the individual

- Knows ways in which technology and society influence one another
- Knows the norms of digital citizenship including appropriate and responsible use of technology
- Knows ways in which technology has influenced the course of history

Understands the nature of technological design

- Demonstrates that the design process is a slow methodical process
- Performs simple maintenance on computers and printers
- Implements a proposed design making use of group collaboration

Library Science: Grades 6-8

A knowledgeable student:

Accesses information efficiently and effectively

- Recognizes the need for information
- Identifies potential sources of information
- Navigates various public and government website
- Uses the Dewey Decimal system to locate books

Practices ethical behavior in regard to information and information technology

- Understands and uses proper etiquette when accessing information on the internet
- Understands and identifies the concepts of plagiarism and paraphrasing
- Paraphrases information found using various research sources

Evaluates information critically and competently

- Identifies and uses multiple kinds of research tools
- Evaluates research tools for accuracy, relevance and comprehensiveness
- Selects information appropriate to the subject matter

Uses information accurately and creatively

- Uses information from websites to create research projects
- Interprets and records information on a specific topic
- Creates various types of documents and presentations based on research topics

Appreciates literature and other creative expressions of information

- Identifies and finds various literary genres
- Derives meaning from information presented in a variety of formats
- Develops creative products in a variety of formats

Pursues information for both educational and personal purposes

- Develops useful strategies for locating information
- Recognizes the difference in reading strategies for nonfiction and fiction works
- Seeks information from diverse sources, contexts and disciplines

Contributes positively to the learning community

- Shares knowledge and information with others
- Collaborates with others to design, develop and evaluate informational products
- Respects others ideas and backgrounds and acknowledges their contributions

Music: Grades 6 - 8

Students may participate in the Middle School Choir and/or Guitar Players while in grades 6 – 8.

A knowledgeable music student:

- Displays appropriate behavior, cooperation, participation and encouragement of others.
- Works for better musical tone, style and general musicianship.
- Sings in two and three vocal parts.
- Takes part in school, church and community performances.
- Has the opportunity to take part in the spring talent show.

Physical Education: Grades 6-8

A knowledgeable student:

Uses a variety of basic and advanced movement forms

- Understands the critical elements of advanced movement skills
- Creates movements and routines based on past experiences
- Uses intermediate sport-specific skills for dance and rhythmical activities
- Uses intermediate sport-specific skills for individual, dual and team sports

Uses movement concepts and principles in the development of motor skills

- Understands principles of practice and conditioning for specific physical activities
- Uses basic offensive and defensive strategies in team and individual sports
- Understands movement forms associated with highly skilled physical activities
- Knows rules and etiquette of each game/activity

Understands the benefits and costs associated with participation in physical activities

- Recognizes the importance of warm ups, stretching and cool downs, and can lead stretches for the major muscle groups
- Understands the relationship between pulse rate recovery and cardio respiratory fitness

Understands how to monitor and maintain a health-enhancing level Of physical fitness

- Engages in more advanced activities that develop and maintain muscular strength and cardio respiratory endurance
- Understands the role of exercise and nutrition in weight control and body composition
- Understands long-term physiological benefits of regular participation in physical activities
- Knows appropriate methods to maintain, lose, or gain weight according to research
- Recognizes individual sports and activities as lifetime sports/activities
- Measures pulse rate and calculates target zones for exercise
- Knows the components of physical fitness
- Measures the level of fitness using the Fitnessgram Test and sets goals for improvement

Understands the social and personal responsibility associated with participation in physical activities

- Understands the importance of rules, procedures, and safe practice in physical activities
- Understands physical activity as a vehicle for self-expression
- Understands proper attitudes toward both winning and losing
- Participates actively
- Works cooperatively to solve conflicts
- Demonstrates a positive attitude and a sense of fair play
- Sets goals to maintain a reasonable level of physical fitness

Spanish: Grades 6-8

Communication

A knowledgeable student:

Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information

- Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension
- Gives and follows oral and written directions in the target language (e.g., for travel, for other tasks, for a recipe, for a word maze)
- Uses appropriate vocabulary to acquire goods and services through basic negotiation of procedures and exchange of monies (e.g., shopping in a supermarket)
- Uses verbal and written exchanges to express opinions in the target language (e.g., concerning current events, about topics of personal or community interest)

Listening and Interpreting

Understands and interprets written and spoken language on diverse topics from diverse media

- Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture
- Understands the content of ability-appropriate primary sources on familiar topics (e.g., personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)
- Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)
- Understands nonverbal and verbal cues when listening to or observing a user of the target language
- Understands various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands)
- Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts

Presentation

Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- Presents information in the target language on topics of shared personal interest in one's daily life at home or school (e.g., brief reports to the class, tape or video recorded messages)
- Presents cultural and literary works in the target language that are appropriate at this developmental level (e.g., presents short plays and skits, recites selected poems and anecdotes, performs songs)
- Writes in the target language in a variety of formats (e.g., notes, short letters, e-mail, business letters, thank you letters, descriptions, narrations, personal essays, poems, short stories, plays, songs, journals)
- Writes to peers on topics of shared personal interest (e.g., everyday events, activities at home or in school)

Culture

Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, other components of the target culture

- Knows various age-appropriate cultural activities practiced in the target culture (e.g., adolescents' games such as card games, board games, and outdoor games; sports-related activities; music; television)
- Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings)
- Knows a variety of age-appropriate expressive forms of the culture (e.g., popular music and dance; appropriate authentic texts, such as children's magazines, comic books, children's literature, folktales; the use of color; common or everyday artwork such as designs typical of the culture's clothing, pottery, ceramics, paintings, architectural structures) and how these expressive forms compare with those of the native culture
- Understands the general relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) in the target and native cultures
- Knows how various community members use the target language in their work
- Knows historical and cultural figures from the target culture and their contributions
- Knows the location(s) and major geographic features of countries where the target language is/was used

Language Patterns

Understands that different languages use different patterns to communicate and applies this knowledge to target and native languages

- Draws conclusions about the relationship among languages (e.g., based on cognates and idioms)
- Understands that languages have critical sound distinctions that convey meaning
- Knows various linguistic elements of the target language (e.g., time, tense, gender, syntax, style) and how these elements compare to linguistic elements in one's native language
- Understands that the ability to comprehend language surpasses the ability to produce language