

SIXTH GRADE

Art

Objective	
Think Creatively About Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Question — ask the question, set the goal, define the problem (The objectives of the specific unit.) • Saturation — gather information, do research (The content that the teacher presents — technical training, visual examples, student input.) • Incubation — think time, let ideas “cook,” let thumbnail sketches emerge (doodle) • A-ha — a solution emerges (develop ideas toward a final product) • Verification — test out the idea to see what works (work on project, reflect upon the strengths and weaknesses of the project, assessment) (be open to accidental discoveries, cycle back through the steps if you get stuck)
Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make art. • Time, place, and resources influence how art looks, its meaning, and its value. • Art is made for many purposes.
Express through Art	<p>Students should know:</p> <ul style="list-style-type: none"> • Art communicates ideas. • How to “read” and think about what is said within works of art. • How to gather clues from the time and place where the art work was created to understand the artist’s intent. • Personal interpretation of an art piece is valid. • How and why they are interpreting an image in a certain way. • How to make knowledgeable choices to communicate through their own art. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, non-objective, etc.
Know the Language of Art	<p>Students should:</p> <ul style="list-style-type: none"> • Know Art Elements and Design Principles create art. • Know and identify Art Elements in their own art works and others: line, shape, texture, value, color, space, form. • Understand Design Principles are used to put together an image: emphasis, movement, pattern, contrast, balance, rhythm, unity, variety.
Create Art	<p>Students should:</p> <ul style="list-style-type: none"> • Work with and acquire technical skills in a range of art media. • Understand that art is studied in disciplines: drawing, painting, sculpture, crafts, architecture, etc. • Explore which processes, media, and techniques are effective in communicating ideas. • Use materials and tools in a safe and responsible manner.

Live with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • People who make art are artists, and they do their work in studios. • People who study art made by others are Art Historians, and they work in Museums and Universities. • People who write about art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts. You can make money in the Arts: museum employee, graphic artist, illustrator, set designer, art teacher, product designer, etc. • Art connects with language, history, math, science, music, theater, dance, etc.
Talk about Art	<p>Students should:</p> <ul style="list-style-type: none"> • Develop critical thinking skills by reflecting upon images with others. • Assess himself or herself to complete the learning cycle. • Develop awareness of what they have learned and need to know more about through self-assessment. • Use the assessment with the teacher to determine further instruction. • Compare individual responses to art problems.

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	<p>Consider alternatives and accept consequences for actions taken. Learn when to demonstrate assertive behavior. Demonstrate self-discipline/control. Demonstrate ability to respond to criticism. Demonstrate ability to follow rules and laws.</p>
Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help. Demonstrate problem-solving skills. Demonstrate decision-making skills. Develop and apply stress-management skills. Recognize positive aspects in all situations. Demonstrate ability to deal with peer pressure. Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations. Demonstrate positive attitude toward self. Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships. Develop and display communication skills. Demonstrate respect for individual rights. Recognize and accept cultural and individual differences. Allow others opportunities to express ideas, thoughts and feelings. Develop and maintain family relationships.</p>

	Lead, follow and work cooperatively with others.
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Family and Consumer Science

Objective	Students will be able to:
Nutrition and Wellness	Practice safe and sanitary food handling procedures. Read directions and follow a recipe. Apply cooperative group skills. Identify basic preparation tools and cooking terms. Practice standard measuring techniques and the use of equivalents. Practice healthy food choices utilizing the Food Guide Pyramid.
Basic Sewing Skills	Practice basic sewing techniques. Identify and practice safe use of sewing machines and equipment. Apply technical reading skills to follow project directions. Construct a simple project by appropriately using sewing equipment and procedures.
Caregiving	Identify procedures for caregiving that are safe and appropriate. Identify activities appropriate for use within caregiving situations (ex: childcare, elderly, disabled, tutoring, mentoring, etc.).

Health Objectives

Objective	Students will be able to:
Mental and Emotional Health	Identify means of improving self-esteem. Identify factors (heredity, environment, culture) that influence personality. Recognize personal aptitudes, goals, and values. List ways to express emotions positively. Describe the importance of communication in resolving conflicts. Identify healthful and unhealthful ways in which stress affects health. Identify strategies for managing stress. Explain how to say “no” to risk behaviors.
Alcohol, Tobacco and Other Drugs	Explain how medicine can promote health. Suggest reasons why people use and abuse drugs. Describe ways to avoid drug dependence. Demonstrate the ability to refuse drugs. Identify tobacco’s effects on the body. Describe some long and short-term physiological effects of tobacco use. Describe how smoking laws protect public health. Describe how cigarette advertising targets young people.

<p>Growth and Development (Sexuality Education)</p>	<p>Explain how hormones control the body systems and regulate growth and development.</p> <p>Identify the physical changes that take place at puberty.</p> <p>Identify the social, emotional, and intellectual changes that occur during adolescence.</p> <p>Explain the difference between physical and emotional maturity.</p>
<p>Personal Health</p>	<p>Describe the three domains of health.</p> <p>Describe how positive and negative attitudes affect health</p> <p>Explain how good personal hygiene can affect the three domains of health.</p> <p>Explain the importance of having good personal hygiene when caring for skin, hair, and nails.</p> <p>Understand that food choices affect health.</p> <p>Describe the functions of the parts of the tooth.</p> <p>Explain the role of proper dental care in preventing tooth and gum problems.</p> <p>Describe the functions of the parts of the eye.</p> <p>Explain care and treatments for some common vision problems.</p> <p>Describe the functions of the parts of the ear.</p> <p>Explain the care and treatment of common ear problems.</p> <p>Explain why regular sleep habits and relaxation are important in combating fatigue.</p>
<p>Family and Social Health</p>	<p>Recognize ways the family may influence the health, values and self-esteem of individual.</p> <p>Explain the qualities that characterize a healthy family and a healthy relationship.</p> <p>Identify situations that involve positive and negative peer pressure.</p> <p>Use refusal skills to avoid risk behaviors.</p> <p>Identify risk behaviors.</p>
<p>Disease Prevention and Control</p>	<p>Differentiate between communicable and noncommunicable disease.</p> <p>Describe methods by which communicable disease spread.</p> <p>Summarize mechanisms by which the immune system fights disease.</p> <p>Identify ways to strengthen the immune system.</p> <p>Identify some communicable diseases and how they are spread.</p> <p>Identify some causes and symptoms of noncommunicable diseases.</p> <p>Explain how modern research and medicine have helped people fight diseases.</p>
<p>All Stars Core</p>	<p>Understand basic information about ALL STARS.</p> <p>Think about one’s heritage.</p> <p>Identify and prioritize personal ideals that will reflect high aspirations and a positive view of the future.</p> <p>Understand that peers have similar positive ideals.</p> <p>Understand that what is important does not fit with living a life that includes risky behaviors.</p> <p>Develop personal symbols that incorporate positive ideals.</p> <p>Develop a personal motto that will remind one of positive ideals.</p> <p>Understand what social and psychological consequences of high-risk behavior are important to avoid.</p> <p>Have a strong desire to avoid the personal consequences associated with high-risk behaviors.</p>

	<p>Consciously begin to develop personal reputations that protect one from engaging in high-risk behaviors.</p> <p>Understand that high-risk behaviors are unacceptable to the peer group.</p> <p>Understand that peers make constant judgments about one's behavior, even when such judgments are not spoken.</p> <p>Establish voluntary group standards of good citizenship, including avoidance of substance use, violence, and premature sexual activity.</p> <p>Be motivated to make and keep commitments.</p> <p>Develop generic skills for keeping commitments.</p> <p>Develop attitudes and habits that will support keeping one's commitments.</p> <p>Deepen personal commitments to avoid high-risk behaviors by expressing positive commitments publicly.</p> <p>Create memories of participation in ALL STARS that will inspire one when challenged in the future.</p>
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Industrial Technology

Objective	Students will be able to:
Basic Tools Techniques, Processes and Material	<p>Identify and use basic tools, techniques, processes and material used in technology systems.</p> <ul style="list-style-type: none"> • Sketching, measurement and layout • Cutting • Drilling • Assembly • Finishing
Safety Practices	<p>Demonstrate basic safety practices related to tools, techniques, processes and materials in technology systems.</p> <ul style="list-style-type: none"> • Importance and proper use of eye protection • Identify appropriate safety behavior and procedures • Proper care and use of hand tools including hammer, screwdriver, chisel, clamp, file, block plane • Proper care and use of power tools including drill press, drill, sander, scroll saw, jig saw, buffer
Impact of History, the Environment and Technology	<p>Recognize the impact of history, the environment and technology in society and industry.</p> <ul style="list-style-type: none"> • Identify and apply mathematic concepts and science principles • Explore technology careers in business and industry • Achieve an ability to work responsibly and with others • Identify relationships of technology and environment
Systems Approach in Technology	<p>Recognize the four components of the systems approach in technology (input, process, output, feedback).</p> <ul style="list-style-type: none"> • Identify the role of each component in a technology system
Problem Solving	<p>Recognize the role that problem solving plays in technology</p>

Keyboarding

Objective	Students will be able to:
Computer Keyboarding Operations	Demonstrate proficiency in the touch system of computer keyboarding by using correct computer techniques Develop keyboarding speed, accuracy, and productivity Operate the basic parts of a personal computer
Word Processing	Demonstrate word processing and editing skills Create and key personal letters Create and key simple reports and work cited Recognize and use basic proofreaders' marks
Personal Documents	Compose and key various words, paragraphs, documents, class work for other subject areas, and personal use
Enhancement Activities: Graphics	Use basic drawing tools
Integrated Learnings	Integrate computer keyboarding skills into other subject areas Incorporate multicultural content into keyboarding Apply workplace readiness skills

Literacy Objectives

Objective	Students will be able to:
Decoding Longer Words: The student applies strategies to solve word problems by using largest chunks known, using letters and sounds and confirming by rereading.	<p>Structural Analysis</p> <ul style="list-style-type: none"> • Read and identify base words with inflectional endings and plurals, including -s, -es. • Read and identify meanings of words that have suffixes -ful, -less, -ly, -al, -ive, -ous, -en, -ive, -ify, -ic, -ure, -ion, -ation, -ent, -ence, -ant, -ance, -able, -ible, —ate, <i>someone who (navigator, historian)</i>. • Read and identify word meanings with prefixes un-, re-, in-, im-, con-, de-, dis-, ex-, inter-, per-, pre-, pro-, ad-, ob-. • Syllabication <ul style="list-style-type: none"> ○ Read words with multiple syllables. ○ Read and break words with VCV, VCCV and VCCCV patterns into syllables. • Word roots — Identify and read words with the word parts <i>scrib, port, tele, vis, curr, logy, mem, min</i>. • Read words that are possessives and contractions (crew's, you'll). <p>Phonetic Analysis</p> <ul style="list-style-type: none"> • Read and spell words and syllables using knowledge of spelling patterns.

<p>Vocabulary: The student expands vocabulary knowledge by building sight vocabulary and using word meaning strategies — finding meaning in the word, in context, in the dictionary and thesaurus.</p>	<p>Identify, decode and discriminate meaning of homophones. Identify correct meaning of multiple meaning words. Identify and apply knowledge of antonyms. Use context to determine word meanings and select correct meaning from multiple meanings. Identify and apply use of synonyms as words that have almost the same meaning. Word Families (base words and endings)</p> <ul style="list-style-type: none"> • Identify words in a word family that have similar spellings, common roots and related meanings. • Recognize that related words may have different vowel sounds. <p>Analogies</p> <ul style="list-style-type: none"> • Identify the relationship between pairs of words and analogies. • Compare and solve analogies. <p>Dictionary/Thesaurus</p> <ul style="list-style-type: none"> • Locate and identify the information presented in the spelling table and pronunciation key in a dictionary. • Use a dictionary to figure out the pronunciation of multi-syllabic words. • Read words with correct stress on primary and secondary syllables. • Use sample sentences or phrases to understand the meaning of entry words, idioms, run-ons. • Identify the parts of a dictionary entry and the types of information found in an entry. • Use a dictionary to locate words with inflected forms.
<p>Oral Reading Fluency: The student reads grade level text with 94 percent accuracy or better using appropriate expression, phrasing and a rate of between 106-151 words per minute.</p>	
<p>Comprehension Strategies: The student actively selects strategies before, during and after reading to achieve reading proficiency.</p>	<p>Using Prior Knowledge — Make connections between personal experiences, world knowledge, knowledge of text elements, the author’s style and other related texts to deepen meaning. Predict/Infer — Actively predict and infer while reading and confirm or revise predictions as the author’s meaning unfolds.</p> <ul style="list-style-type: none"> • Anticipate story events to establish a possible sequence of events or focus on possible solutions to problems. • Make predictions and draw conclusions using personal knowledge and story details. <p>Monitor/Clarify — Monitor for understanding and clarify confusion by rereading or reading ahead.</p> <ul style="list-style-type: none"> • Monitor and clarify to revise and confirm predictions to understand characters’ traits and actions. • Use text organization (such as topic/main idea/supporting detail, cause and

	<p>effect, time order, problem/solution) to monitor and clarify.</p> <p>Question — Formulate questions that demonstrate understanding of details, important ideas and author’s viewpoint about the topic.</p> <ul style="list-style-type: none"> • Ask questions while reading to get information about the characters and events of the story. • Question to establish a visual image of characters and events. • Question to determine relationships among facts such as cause/effect or fact/opinion. <p>Summarize — Summarize to demonstrate understanding of main events and ideas.</p> <ul style="list-style-type: none"> • Summarize story events to understand details of what happens and why. • Use story structure to summarize a story. • Paraphrase a passage. <p>Evaluate — Evaluate to form an opinion about the text.</p> <ul style="list-style-type: none"> • Evaluate content to determine author’s viewpoint, attitude, purpose for writing. • Evaluate author’s bias or assumptions about a topic. • Evaluate printed and electronic information for accuracy and bias and is able to support ideas.
<p>Comprehension Skills: The student applies literal, inferential and critical thinking to construct meaning.</p>	<p>Literal: Use information on the page to recall, remember or identify.</p> <ul style="list-style-type: none"> • Sequence of events <ul style="list-style-type: none"> ○ Identify the sequence of story events and words that signal sequence. ○ Find places where the author refers to past events. ○ Identify verbs that signal events that happen in the past. ○ Find details that help visualize events. • Identify the elements of a story and story structure. • Find the plot and subplot in fiction. <p>Inferential: Search for clues in the text and integrate with what is known to analyze, draw conclusions and infer.</p> <ul style="list-style-type: none"> • Use details, story clues and experiences to show and infer a character’s feelings and to convey important ideas. • Identify how details help understand the character’s motives. • Predict what the character might do in a different situation. • Revise predictions and inferences as more is learned about a character and the story. • Distinguish between fact and opinion. • Make inferences based on a character’s actions and words. • Understand hypotheses and facts that support or oppose them. • Make generalizations based on story events and own experiences. • Identify cause-and-effect relationships not directly stated by the author. • Compare and contrast two or more persons, places, thing or events. • Identify categories and classify important information according to those categories. <p>Critical: Take a position or state an opinion and support it with evidence based on personal experience and thinking.</p>

	<ul style="list-style-type: none"> • Define a problem faced by a story character. • List and evaluate possible solutions, considering the consequences of the decision. • Generate a solution to a problem along with the story character. • Identify the steps to problem solving, evaluate alternate solutions and explain the consequences of decisions. • Analyze and evaluate an opinion paragraph. • Distinguish valid generalizations from over generalizations, revising invalid ones. • Make judgments about a character’s actions based on selection details and opinions.
<p>Wide Range Reading: The student reads both narrative and expository text in a range of genres for pleasure, learning and analysis.</p>	<p>Genre Studies: Use knowledge of genre to seek information or enhance enjoyment of reading.</p> <ul style="list-style-type: none"> • Recognize and identify the specific elements of a genre; compare and contrast multiple selections in focus studies such as poetry, plays, myths, speeches, biography. • Identify elements of fantasy, narrative, non-fiction, realistic fiction, magazine articles, interview, personal essay. <p>Personal Reading: Read a variety of materials for pleasure and information.</p> <ul style="list-style-type: none"> • Develop a plan for reading a wide-range of materials. • Select materials appropriate for student interest, purpose and reading level. • Choose to read daily as a part of independent literacy time. • Maintain a reading journal to respond with questions and reflections. <p>Reading in the content areas: Use knowledge of the text elements of expository texts to learn new information.</p> <ul style="list-style-type: none"> • Identify and use parts of a book: index, bibliography, copyright page, glossary, table of contents. • Use maps, globes, tables, graphs, captions and charts to find information. • Identify expository text structures of cause/effective, compare/contrast, description, time order.
<p>Exploration/Inquiry: The student uses information and study skills to research personal questions, interests and real-world contexts.</p>	<p>Information and study skills:</p> <ul style="list-style-type: none"> • Execute basic formatting commands used in word processing programs. • Describe and create schedules, Venn diagrams and other graphic aids to find and show information graphically. <p>Research Process:</p> <ul style="list-style-type: none"> • Identify and use appropriate resources to locate and retrieve information: print and electronic dictionary and thesaurus, timeline and schedule, print and electronic encyclopedia, periodicals, almanac, atlas, newspaper, magazine, Internet. • Apply knowledge of media center organization and procedures including use of electronic catalog. • Take paraphrased notes on a nonfiction selection, organizing them under topic headings. • Compare information from multiple sources, cross-checking facts. • Identify appropriate sources to match the research task. • Record information using title and copyright pages needed for a bibliography.

	<ul style="list-style-type: none"> • Distinguish, compare and evaluate information from a variety of primary and secondary sources.
<p>Writing Composition: The student uses writing to communicate, reflect and learn.</p>	<p>Use the writing process: prewriting, writing, revising, editing, publishing.</p> <p>Use prescribed criteria from a scoring guide to revise and evaluate compositions, both individually and part of a group interaction.</p> <p>Write for a variety of purposes: personal narrative, description, story, persuasive essay, personal letter and research report.</p> <p>Demonstrate proficiency in writing in the focus mode: Persuasive letter.</p> <p>Express ideas clearly with supporting details. (Ideas)</p> <p>Write well-organized compositions, in paragraph form, with transitions and beginning, middle and end. (Organization)</p> <p>Express ideas in a personal, interesting and original manner. (Voice)</p> <p>Choose a variety of words, appropriate to the topic to improve writing. (Word Choice)</p>
<p>Writing Conventions: The student uses conventional grammar, usage and mechanics to improve writing.</p>	<p>Write ideas and sentences of varied length and structure. (Sentence Fluency)</p> <ul style="list-style-type: none"> • Identify and use complete and simple subjects and predicates. • Identify and use compound and complex sentences and conjunctions. • Combine subjects and predicates. • Correct run-on sentences and sentence fragments. • Form compound direct objects. <p>Use correct grammar in writing.</p> <ul style="list-style-type: none"> • Proofread and correct sentences for grammar errors. • Identify and use common nouns, singular and plural nouns, possessive nouns. • Identify and use action verbs and direct objects, main verbs and auxiliary verbs, transitive and intransitive verb, principle parts of irregular and regular verbs. • Identify and use adjectives and demonstrative adjectives. • Identify and use subject and object pronouns, possessive and indefinite pronouns. • Identify and use <i>who</i>, <i>whom</i> and <i>whose</i>. • Identify and use contractions, avoiding double negative. • Identify and use prepositions, prepositional phrases, objects of preposition. • Identify differences in meaning between sit/set, lie/lay, rise/raise, lend/borrow, let/leave, teach/learn. <p>Use correct punctuation in writing.</p> <ul style="list-style-type: none"> • Proofread and correct sentences for punctuation. • Place commas between items in a series and to set off appositives. • Use commas to set off nouns in direct address and words at the beginning of a sentence. • Write and punctuate abbreviations, quotations and titles correctly. <p>Use correct capitalization.</p> <ul style="list-style-type: none"> • Proofread and correct sentences for capitalization. • Write and capitalize abbreviations, quotations and titles correctly. • Identify and capitalizes proper nouns, adjectives, titles.
<p>Spelling: The student uses spelling strategies to learn</p>	<p>Proofread and correct sentences for spelling errors.</p> <p>Identify most commonly misspelled words and use ongoing, repeated practice to</p>

accurate spelling of words in spelling lists and in writing.	help remember correct spelling. Apply spelling patterns to make generalizations for spelling additional words.
Handwriting: The student is able to write legibly and with fluency.	Apply paper and pencil position skills, cursive spacing and alignment. Apply skills of legible manuscript handwriting. Apply cursive letter formations and joining skills for legible, fluent cursive handwriting.
Interpersonal Communication: The student communicates in small group discussion, group work and collaborative projects.	Generate guidelines and participate in story retelling, literature discussion, speaking on the telephone, noticing, avoiding and resolving conflict, explaining a process. Stay on topic and express ideas clearly and concisely. Participate in group conversations by taking turns, encouraging others to participate and respecting ideas and opinions of others. Ask thoughtful questions for clarification and to obtain information; answer questions by giving clear information.
Presentations: The student speaks before a group to express or defend an opinion, present information, give directions, tell a story or share a book.	Prepare and present: a speech to inform or entertain and a speech to persuade. Deliver organized oral presentations using complete sentences, correct pronunciation and grammar, clear enunciation, adequate volume, appropriate pacing, eye contact. Identify and practice guidelines for using note cards, microphone, diagrams or visual aids to clarify meaning.
Active Listening: The student shows active listening skills in assorted formal and informal settings for a variety of purposes.	Use active listening strategies. Listen effectively to follow directions, to take a message, to analyze and evaluate, to comprehend material, to communicate. Demonstrate appropriate listening behaviors, showing consideration for the speaker and the contributions of others. Generate guidelines for giving and listening to directions. Listen with understanding to learn.

Mathematics Objectives

Objective	Students will be able to:
Semester One	Students will be able to estimate with whole numbers. [COMP]
	Students will be able to represent numbers and find the value of numbers using exponents. [COMP]
	Students will be able to use the order of operations. [COMP]
	Students will be able to find and extend patterns. [ALG]
	Students will be able to identify and evaluate expressions. [ALG]
	Students will be able to translate between words and math. [ALG]
	Students will be able to determine whether a number is a solution of an equation. [ALG]

	Students will be able to solve whole number addition equations. [ALG]
	Students will be able to solve whole number subtraction equations. [ALG]
	Students will be able to solve whole number multiplication equations. [ALG]
	Students will be able to solve whole number division equations. [ALG]
	Students will be able to write, compare, and order decimals using place value. [NS]
	Students will be able to add and subtract decimals. [COMP]
	Students will be able to multiply and divide decimals by powers of ten. [COMP]
	Students will be able to multiply decimals by whole numbers and by decimals. [COMP]
	Students will be able to divide decimals by whole numbers. [COMP]
	Students will be able to divide whole numbers and decimals by decimals. [COMP]
	Students will be able to solve problems by interpreting the quotient. [COMP]
	Students will be able to use divisibility rules. [NS]
	Students will be able to write prime factorization of composite numbers. [NS]
	Students will be able to find the greatest common factor. [NS]
	Students will be able to convert between decimals and fractions. [NS]
	Students will be able to write equivalent fractions and mixed numbers. [NS]
	Students will be able to compare and order fractions. [NS]
	Students will be able to convert between mixed numbers and improper fractions. [NS]
	Students will be able to add and subtract fractions with like denominators and write in simplest form. [COMP]
	Students will be able to multiply fractions by whole numbers and write in simplest form. [COMP]
	Students will be able to multiply fractions. [COMP]
	Students will be able to multiply mixed numbers. [COMP]
	Students will be able to divide fractions and mixed numbers. [COMP]
	Students will be able to find the least common multiple. [NS]
	Students will be able to add and subtract fractions with unlike denominators. [COMP]
	Students will be able to add and subtract mixed numbers with unlike denominators. [COMP]
	Students will be able to rename mixed numbers to subtract. [COMP]
Semester Two	Students will be able to find the range, mean, median, and mode. [DAP]
	Students will be able to analyze data in bar graphs. [DAP]

Students will be able to analyze data in line graphs. [DAP]
Students will be able to analyze stem-and-leaf plots. [DAP]
Students will review organizing data in frequency tables and histograms. [DAP]
Students will be able to write ratios and rates and find unit rates. [COMP]
Students will be able to write and solve proportions. [COMP]
Students will be able to use proportions to make conversions within the customary system. [MEAS]
Students will be able to read and use map scales and scale drawings. [MEAS]
Students will be able to write percents as decimals and fractions. [NS]
Students will be able to write decimals and fractions as percents. [NS]
Students will be able to find the missing value in a percent problem. [COMP]
Students will be able to use percents to solve practical problems. [COMP]
Students will be able to estimate the likelihood of an event and write and compare probabilities. [DAP]
Students will be able to find the experimental and theoretical probability of an event. [DAP]
Students will be able to identify, compare, order, and graph integers and find their opposite and absolute value. [NS]
Students will be able to locate and graph points on a coordinate plane. [NS]
Students will be able to add integers. [COMP]
Students will be able to subtract integers. [COMP]
Students will be able to multiply integers. [COMP]
Students will be able to divide integers. [COMP]
Students will be able to describe figures by using the terms of geometry. [GEOM]
Students will be able to measure, classify, estimate, and draw angles. [GEOM]
Students will be able to understand relationships of angles. [GEOM]
Students will be able to classify different types of lines. [GEOM]
Students will be able to classify triangles and solve problems involving angle and side measures of triangles. [GEOM]
Students will be able to identify, classify, and compare quadrilaterals. [GEOM]
Students will be able to identify regular polygons and find the angle measures of regular polygons. [GEOM]
Students will be able to complete geometric patterns. [GEOM]
Students will be able to use translations, reflections, and rotations to transform geometric shapes. [GEOM]

	Students will be able to find the perimeter of a polygon. [GEOM]
	Students will be able to find the area of rectangles, triangles, and parallelograms. [GEOM]
	Students will be able to find the circumference and area of a circle. [GEOM]
	Students will be able to name solid figures and identify the number of faces, edges, and vertices. [GEOM]

Mathematics (Differentiated) Objectives

Objective	Students will be able to:
Semester One	Students will be able to describe number patterns using whole number operations. [COMP]
	Students will be able to evaluate variable expressions. [ALG]
	Students will be able to use exponents. [COMP]
	Students will be able to use the order of operations. [COMP]
	Students will be able to solve equations. [ALG]
	Students will be able to use formulas to find perimeter and area. [GEOM]
	Students will be able to use a problem solving plan. [COMP]
	Students will be able to compare, order, and round decimals. [COMP]
	Students will be able to add and subtract decimals. [COMP]
	Students will be able to multiply decimals. [COMP]
	Students will be able to divide decimals. [COMP]
	Students will be able to read and write numbers using scientific notation. [COMP]
	Students will be able to measure and estimate using metric units. [MEAS]
	Students will be able to convert between metric units. [MEAS]
	Students will be able to describe data using mean, median, mode, and range. [DAP]
	Students will be able to make and interpret bar and line graphs. [DAP]
	Students will be able to display data using stem-and-leaf plots. [DAP]
	Students will be able to make and interpret histograms. [DAP]
	Students will be able to write whole numbers as a product of prime numbers. [NS]
	Students will be able to find the greatest common factor. [NS]
	Students will be able to write equivalent fractions. [NS]
	Students will be able to find least common multiples. [NS]
	Students will be able to compare and order fractions. [NS]

	Students will be able to compare and order fractions and mixed numbers. [NS]
	Students will be able to write fractions as decimals and decimals as fractions. [NS]
	Students will be able to add and subtract fractions with like and unlike denominators. [COMP]
	Students will be able to add and subtract mixed numbers. [COMP]
	Students will be able to multiply fractions and mixed numbers. [COMP]
	Students will be able to divide fractions and mixed numbers. [COMP]
	Students will be able to measure and estimate using customary units. [MEAS]
	Students will be able to convert between customary units. [MEAS]
	Students will be able to find probabilities. [DAP]
	Students will be able to use a tree diagram and counting principle to find all possible outcomes. [DAP]
	Students will be able to compare and order integers. [NS]
	Students will be able to add integers. [COMP]
	Students will be able to add subtract integers. [COMP]
	Students will be able to multiply integers. [COMP]
	Students will be able to divide integers. [COMP]
	Students will be able to evaluate expressions using the distributive property. [COMP]
	Students will be able to identify and plot points in a coordinate plane. [ALG]
Semester Two	Students will be able to write variable equations and expressions. [ALG]
	Students will be able to simplify variable expressions. [ALG]
	Students will be able to solve additions and subtraction equations. [ALG]
	Students will be able to solve multiplication and division equations. [ALG]
	Students will be able to solve two-step equations. [ALG]
	Students will be able to write and evaluate function rules. [ALG]
	Students will be able to graph functions in a coordinate plane. [ALG]
	Students will be able to write and compare ratios. [COMP]
	Students will be able to use rates to compare two quantities with different units. [COMP]
	Students will be able to find the slope of a line. [ALG]
	Students will be able to solve proportions using equivalent ratios and algebra. [ALG]
	Students will be able to solve proportions using cross products. [COMP]
	Students will be able to use proportions with scale drawings. [COMP]
	Students will be able to find the percent of a number. [COMP]

Students will be able to use proportions to solve percent problems. [COMP]
Students will be able to write percents as decimals and decimals as percents. [NS]
Students will be able to use percents to interpret and make circle graphs. [DAP]
Students will be able to find discounts, markups, sales tax, and tips. [COMP]
Students will be able to calculate simple interest. [COMP]
Students will be able to classify angles by their measures. [GEOM]
Students will be able to identify types of angles and lines. [GEOM]
Students will be able to classify triangles. [GEOM]
Students will be able to classify quadrilaterals and other polygons. [GEOM]
Students will be able to use properties of similar and congruent polygons. [GEOM]
Students will be able to use similar triangles to find lengths indirectly. [GEOM]
Students will be able to identify transformations and symmetry in figures. [GEOM]
Students will be able to evaluate expressions involving square roots. [COMP]
Students will be able to find the length of a side of a right triangle using the Pythagorean Theorem. [GEOM]
Students will be able to find areas of parallelograms. [GEOM]
Students will be able to find the areas of triangles and trapezoids. [GEOM]
Students will be able to find the circumferences of circles. [GEOM]
Students will be able to find the areas of circles. [GEOM]
Students will be able to classify solids and identify their parts. [GEOM]
Students will be able to sketch solids. [GEOM]
Students will be able to find surface area of rectangular prisms. [GEOM]
Students will be able to find surface area of cylinders. [GEOM]
Students will be able to find volume of rectangular prisms. [GEOM]
Students will be able to find volume of cylinders. [GEOM]

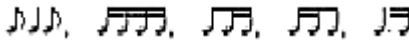
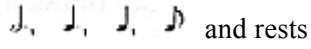
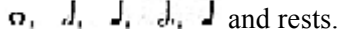


Music (General) Objectives

Objective	Students will be able to:
Tone Color/Timbre	Identify orchestral instruments by sight and sound. Identify music and instruments of diverse cultures and styles by sight and sound. Recognize the sound of a Barbershop Quartet. Recognize opera through listening to recorded literature. Aurally identify chamber groups in recorded literature (e.g., brass quintet, string quartet and woodwind quintet).

	<p>Identify instruments within chamber groups by sight and sound.</p> <p>Recognize and compare instruments from other times and instruments of today.</p> <p>Discuss and compare the difference in sound and sound production on a harpsichord, clavichord, organ, piano and modern keyboard instruments.</p> <p>Respond to changes in tone color through movement.</p> <p>Create and perform sound pieces using traditional and nontraditional notation.</p>
Rhythm	<p>Read and notate syncopated rhythm patterns.</p> <p>Compare syncopated and non-syncopated rhythms.</p> <p>Read and notate mixed meters in an original composition.</p> <p>Develop awareness of differences in ethnic rhythm patterns in recorded literature.</p> <p>Experience a live performance of a symphony orchestra.</p> <p>Perform previously learned rhythms on instruments.</p>
Melody	<p>Identify and sing patterns that are melodic sequences.</p> <p>Compose and perform a melody using sequences.</p> <p>Demonstrate knowledge of intervals by naming.</p> <p>Identify and demonstrate knowledge of sharps, flats and natural signs.</p> <p>Recognize by sound and sight whole and half steps.</p> <p>Identify major and minor scale patterns aurally and visually.</p> <p>Sing melodies in major and minor tonalities.</p> <p>Compose melodies built on major and minor scales.</p> <p>Differentiate between diatonic, chromatic and half-tone scales aurally and visually.</p> <p>Develop awareness of vocal styles through listening to recorded literature.</p>
Form	<p>Understand the function of a cadence.</p> <p>Define and contrast strong and weak cadences.</p> <p>Perform a song and identify the cadences.</p> <p>Aurally identify strong and weak cadences.</p> <p>Use instruments to show cadences in a song.</p> <p>Demonstrate strong and weak cadences through movement.</p> <p>Improvise a melody showing strong and weak cadences.</p> <p>Become aware of opera through listening to recorded literature.</p> <p>Aurally distinguish themes within an opera.</p> <p>Demonstrate knowledge of the history of opera.</p> <p>Recognize opera terms (e.g., aria, libretto, librettist).</p> <p>Create an opera scene.</p> <p>Compare and contrast musicals and operas.</p> <p>Perform a song from a musical using expressive qualities.</p> <p>Recognize form in music (e.g., rondo, theme and variations, binary, ternary and sonata allegro).</p> <p>Create a sound piece in binary, ternary and sonata allegro form.</p> <p>Understand the chord structure of the 12-bar blues.</p> <p>Identify and define D.S. al Fine.</p>
Harmony	<p>Differentiate between part singing, countermelody and descant.</p> <p>Demonstrate ability to follow the melody or harmony part of a song.</p>

	<p>Demonstrate two- and three-part singing through performance.</p> <p>Define monophonic, polyphonic and homophonic textures.</p> <p>Discern between monophonic, polyphonic and homophonic textures through recorded listening experiences.</p> <p>Create harmony by adding a countermelody to a song.</p> <p>Identify intervals within a chord.</p> <p>Identify and read major I, IV and V7 chords.</p> <p>Identify and read minor I and V7 chords.</p> <p>Compare and contrast modes within a listening lesson.</p> <p>Demonstrate knowledge of cadences by singing.</p>
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Music (Instrumental)

Reading and Notating Music	<p>Demonstrate the knowledge of enharmonics.</p> <p>Understand compound meter 3/8 6/8 in 3 and 6.</p> <p>Understand simple meter 2/2 3/2.</p>
Performing on instruments, alone and with others, a varied repertoire of music	<p>Perform  and rests ♩ = 1 beat.</p> <p>Perform  and rests ♩ = 1 beat.</p> <p>Perform  and rests. ♩ = 1 beat.</p> <p>Perform compound 3/8 6/8 ♩ = 1 beat.</p> <p>Will perform triplet figures  — Level 1 (perc) level 2 (others)  — Level 2 (perc) level 3 (others).</p> <p>Perform the following scales C F B⁻ G D — one octave.</p> <p>Perform syncopated figures.</p> <p>Perform changing time signatures within a piece.</p> <p>Perform a one-octave chromatic scale.</p> <p>Perform exercises in minor tonalities.</p> <p>Seek to improve intonation.</p> <p>Demonstrate dynamics \ominus T < >.</p> <p>Perform various articulation patterns and bowings.</p> <p>Demonstrate the use of 2nd position (cello/bass) and 3rd position (violin/viola).</p>

Improvising melodies, variations and accompaniments	Improvise using major and minor pentatonic scales.
Describing Music	Describe music using a vocabulary appropriate to musical knowledge.
Analyzing Music	Demonstrate the knowledge of texture (homophonic, monophonic, polyphonic). Understand antecedent/consequent phrase structures. Understand theme and variations.
Evaluating Music and Music Performances	Understand appropriate criteria for evaluating music.
Music in relation to history	Know approximate date and the “great composers” of each era.
Music with multicultural awareness.	Be able to describe distinguishing characteristics of music genres and styles from a variety of cultures.

Physical Education

Objective	Students will be able to:
Skills	Demonstrate competence in at least one activity from EACH of the following categories: <ul style="list-style-type: none"> • Dance • Fitness activities • Individual/dual sports/activities • Outdoor pursuits • Team sports/activities
Knowledge	<ul style="list-style-type: none"> • Use basic offensive and defensive strategies while playing a modified version of the sport/activity • Know and follow rules while playing sports/games
Active Lifestyle	Accumulate 60 minutes or more (in intervals of at least 15 minutes) of moderate to vigorous physical activity each day in a combination of school and non-school settings as recommended nationally
Fitness	Be able to self-assess their level of fitness using the five components of health-related fitness and identify the appropriate activities to improve each area
Responsible Behavior	Demonstrate responsible, respectful behavior appropriate for the physical activity setting: <ul style="list-style-type: none"> • Games • Group activities • Interpersonal communication • Locker room behavior
Awareness	Develop an awareness of community opportunities for physical activities

Science Objectives

Objective	Students will be able to:
Earth's Changing Surface	<p>Identify and describe the earth's surface.</p> <ul style="list-style-type: none"> • Name and describe the main landforms and the earth's four spheres. <p>Identify and investigate weathering, erosion and their effects.</p> <ul style="list-style-type: none"> • Identify and discuss causes of mechanical and chemical weathering and factors that affect speed of weathering. • Describe the composition of soil and explain how it is formed. • Identify ways soil is lost or destroyed and explain the importance of soil conservation. • Name and describe processes that wear down the earth's surface. • Explain gravity as a force that affects erosion. • Explain water erosion and describe features formed by it. • Describe land features formed by sediment. • Explain how sediment enters moving water and list factors that affect water's ability to erode and carry sediment. • Name and describe two types of glaciers and ways they erode land. • Explain how glaciers deposit sediments and the role of glaciers in the earth's history. • Identify how ocean waves get their energy and explain how waves shape landforms and change coastlines.
Electricity and Magnetism	<p>Investigate and understand magnetism.</p> <ul style="list-style-type: none"> • Define magnetic poles, magnetic domain and magnetic field and investigate characteristics of each. • Identify the magnetic properties of Earth and compare magnetic and geographic poles. • Describe effects of Earth's magnetic field. <p>Investigate and understand electric charge.</p> <ul style="list-style-type: none"> • Describe the interaction of like and unlike charges. • Define and describe static electricity and explain how it differs from electric current. • Describe lightning and other forms of static discharge. • Investigate and understand the need for safety procedures when working with electricity. • Explain how electrical energy can be converted to mechanical energy. • Describe how electric current is induced and investigate generators and their energy sources.

<p>Human Biology</p>	<p>Explain how the body is organized and stays in balance.</p> <ul style="list-style-type: none"> • Sequence the levels of organization in the body. • Identify and describe the four types of human tissue. • Define and explain homeostasis. <p>Investigate and understand bones, muscles and skin.</p> <ul style="list-style-type: none"> • Describe the function of the skeleton and explain the role of moveable joints. • Describe the structure of bones and how they grow and form. • Identify the three types of muscles and describe their functions. • Relate how the skeletal system and muscular system work together. • Describe the functions of the skin and its layers. <p>Investigate and understand digestion and excretion.</p> <ul style="list-style-type: none"> • Describe the functions carried out by the digestive and excretory systems and how they interact. • Explain the role of the small and large intestine. • Know that urine is produced in the kidneys. • Name the organs involved in excretion and describe their roles. <p>Understand and investigate the nervous system.</p> <ul style="list-style-type: none"> • Describe the functions of the nervous system. • Describe the function of the Central Nervous System, identify its parts and explain how to keep it safe from injury. • Describe the function of the Peripheral Nervous System and identify its parts. • Describe reflexes.
<p>Weather and Climate</p>	<p>Investigate and understand Earth’s atmosphere.</p> <ul style="list-style-type: none"> • Identify the gases that make up the atmosphere and explain how it is important to living things. • Investigate and describe characteristics of the atmospheric layers. <p>Investigate and understand Earth’s weather.</p> <ul style="list-style-type: none"> • Explain what causes wind. • Distinguish between local and global winds and locate major wind belts. • Describe types of precipitation, humidity; explain how they are measured. • Identify the major types of air masses that affect weather in North America. • List and describe fronts and storms and explain how they form. • Describe measures for storm safety. • Identify causes of flooding and explain how dangers of floods can be reduced. <p>Investigate and understand climate and climate changes.</p> <ul style="list-style-type: none"> • Identify factors that influence temperature and precipitation. • Identify factors used to define climates and name five climate regions. • State the principle used to study ancient climates. • Describe how earth’s surface changes during an ice age. • List theories that explain natural and climatic change.

Social Studies Objectives

Objective	Students will be able to:
Basic Skills of Geography	<ul style="list-style-type: none"> • Use an atlas • Use a map • Find specific information about the world • Find specific information about Canada • Find specific information about United States • Find specific information about Mexico • Find specific information about Middle America • Find specific information about South America • Find specific information about Africa
Africa plays an important role in today's global society	<ul style="list-style-type: none"> • Describe the impact <i>geography</i> has on the development of countries in Africa • Describe the impact <i>history</i> has on the development of countries in Africa • Describe the impact <i>culture</i> has on the development of countries in Africa • Describe the impact <i>geography, history and culture</i> has on the development of North Africa • Describe the impact <i>geography, history and culture</i> has on the development of East Africa • Describe the impact <i>geography, history and culture</i> has on the development of Central and Southern Africa
Latin America plays an important role in today's global society.	<ul style="list-style-type: none"> • Describe the impact <i>geography</i> has on the development of countries in Latin America • Describe the impact <i>history</i> has on the development of countries in Latin America • Describe the impact <i>culture</i> has on the development of countries in Latin America • Describe the impact <i>geography, history and culture</i> has on the development of Caribbean • Describe the impact <i>geography, history and culture</i> has on the development of South America

World Language Objectives

Objective	Students will be able to:
Communicate in Languages other than English	<p>Express basic needs.</p> <p>Express basic courtesies.</p> <p>Express state of being by creating simple descriptions within a context.</p> <p>Express likes and dislikes.</p> <p>Express agreement and disagreement.</p> <p>Respond to one-on-one interactions by exchanging information with peers and others.</p> <p>Ask and answer simple questions.</p> <p>Make and respond to simple requests.</p> <p>Respond appropriately to a series of directions, instructions, and commands.</p>

	<p>Make an identification based on simple oral and/or written descriptors.</p> <p>Read and respond to developmentally appropriate material by deriving meaning from selected authentic materials.</p> <p>Respond to speech of peers and familiar adults on a given topic.</p> <p>Use aural, visual, and context clues to derive meaning.</p> <p>Comprehend and respond to simple personal written communications such as notes, invitations, and letters.</p> <p>Identify main ideas and key words in oral and written material.</p> <p>Give a description orally, and in writing, using simple phrases.</p> <p>Write a personal communication such as a note, letter, or invitation.</p> <p>Present prepared material to an audience.</p>
Gain Knowledge and Understanding of Other Cultures	<p>Identify and react to cultural perspectives and practices in the culture studied by describing and analyzing cultural characteristics and behaviors of everyday life.</p> <p>Recognize and interpret language and behaviors that are appropriate to the target culture.</p> <p>Identify some commonly held generalizations about the culture studied.</p> <p>Identify common words and phrases and idioms that reflect the culture.</p> <p>Identify the expressive forms of the target culture.</p> <p>Explain objects, images, and symbols of the target culture.</p> <p>Recognize the contributions of the target culture.</p>
Connect with Other Disciplines and Acquire Information	<p>Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.</p> <p>Extract information from sources intended for native speakers of the language.</p> <p>Use authentic sources to identify the perspectives of the target cultures.</p>
Develop Insight into the Nature of Language and Culture	<p>Identify the sound patterns of the target language and compare them to the student's own language by applying, within limited contexts, the sound patterns of the target language.</p> <p>Identify the structural patterns of the target language and compare them to the student's own language by applying, within limited contexts, the structural patterns of the target language.</p> <p>Identify connections among languages.</p> <p>Identify the similarities and differences between the target culture(s) and the students own culture using evidence from authentic sources by analyzing the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.</p> <p>Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.</p> <p>Identify the impact of the contributions of the target culture(s) on the student's own culture.</p>
Participate in Multilingual Communities at Home and Around the World	<p>Identify the target language in the student's daily life and share knowledge of target language with others by responding to the target language encountered in the student's daily life.</p> <p>Establish connections with the target culture through the use of technology, media, and authentic sources.</p>

SEVENTH GRADE

Art

Objective	
Think Creatively About Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Question — ask the question, set the goal, define the problem (The objectives of the specific unit.) • Saturation — gather information, do research (The content that the teacher presents — technical training, visual examples, student input.) • Incubation — think time, let ideas “cook,” let thumbnail sketches emerge (doodle) • A-ha — a solution emerges (develop ideas toward a final product) • Verification — test out the idea to see what works (work on project, reflect upon the strengths and weaknesses of the project, assessment) (be open to accidental discoveries, cycle back through the steps if you get stuck)
Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make art. • Time, place, and resources influence how art looks, its meaning, and its value. • Art is made for many purposes.
Express through Art	<p>Students should know:</p> <ul style="list-style-type: none"> • Art communicates ideas. • How to “read” and think about what is said within works of art. • How to gather clues from the time and place where the art work was created to understand the artist’s intent. • Personal interpretation of an art piece is valid. • How and why they are interpreting an image in a certain way. • How to make knowledgeable choices to communicate through their own art. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, non-objective, etc.
Know the Language of Art	<p>Students should:</p> <ul style="list-style-type: none"> • Know Art Elements and Design Principles create art. • Know and identify Art Elements in their own art works and others: line, shape, texture, value, color, space, form. • Understand Design Principles are used to put together an image: emphasis, movement, pattern, contrast, balance, rhythm, unity, variety.
Create Art	<p>Students should:</p> <ul style="list-style-type: none"> • Work with and acquire technical skills in a range of art media. • Understand that art is studied in disciplines: drawing, painting, sculpture, crafts, architecture, etc. • Explore which processes, media, and techniques are effective in communicating ideas. • Use materials and tools in a safe and responsible manner.
Live with Art	<p>Students should know:</p>

	<ul style="list-style-type: none"> • People who make art are artists, and they do their work in studios. • People who study art made by others are Art Historians, and they work in Museums and Universities. • People who write about art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts. You can make money in the Arts: museum employee, graphic artist, illustrator, set designer, art teacher, etc. • Art connects with language, history, math, science, music, theater, dance, etc.
Talk about Art	<p>Students should:</p> <ul style="list-style-type: none"> • Develop critical thinking skills by reflecting upon images with others. • Assess himself or herself to complete the learning cycle. • Develop awareness of what they have learned and need to know more about through self-assessment. • Use the assessment with the teacher to determine further instruction. • Compare individual responses to art problems.

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	<p>Consider alternatives and accept consequences for actions taken.</p> <p>Learn when to demonstrate assertive behavior.</p> <p>Demonstrate self-discipline/control.</p> <p>Demonstrate ability to respond to criticism.</p> <p>Demonstrate ability to follow rules and laws.</p>
Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help.</p> <p>Demonstrate problem-solving skills.</p> <p>Demonstrate decision-making skills.</p> <p>Develop and apply stress-management skills.</p> <p>Recognize positive aspects in all situations.</p> <p>Demonstrate ability to deal with peer pressure.</p> <p>Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations.</p> <p>Demonstrate positive attitude toward self.</p> <p>Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships.</p> <p>Develop and display communication skills.</p> <p>Demonstrate respect for individual rights.</p> <p>Recognize and accept cultural and individual differences.</p> <p>Allow others opportunities to express ideas, thoughts and feelings.</p> <p>Develop and maintain family relationships.</p> <p>Lead, follow and work cooperatively with others.</p>

Computers

Objective	Students will be able to:
Communicate using accurate computer terminology.	<ul style="list-style-type: none"> • Identify functions of operating system • Locate computer desktop features • Communicate with technology terms
Identify and troubleshoot routine hardware and software problems.	<ul style="list-style-type: none"> • Select printers • Connect peripheral devices • Locate and save files locally and on the network • Use help menus • Keyboard shortcuts
Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	<ul style="list-style-type: none"> • Demonstrate an understanding of the school’s acceptable use policy • Use correct form to cite resources (LACA) • Practice fair use policies • Describe legal consequences from school and society
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.	<p>Analyze</p> <ul style="list-style-type: none"> • Authenticity of resources • Degree of bias • Misinformation • Corroborating evidence
Demonstrate an understanding of how to use the internet safely.	<p>Practice Internet Safety</p> <ul style="list-style-type: none"> • Using appropriate online communication tools • Downloading online files appropriately • Using online search engines appropriately • Understanding appropriate personal information to share online • By identifying misleading information and communication online
Demonstrate proficiency in the touch method of keyboarding, emphasizing speed, accuracy and productivity.	<ul style="list-style-type: none"> • Use proper technique • Practice correct fingering • Develop speed and accuracy • Compose at the keyboard
Apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.	<ul style="list-style-type: none"> • Use technology to take notes, create an outline, or develop a study guide. (LACA) • Use technology to monitor or track learning. • Develop a basic presentation using multimedia options. • Apply design principles to create effective multimedia. • Use word processing tools to edit and revise writing. • Compose documents at the keyboard using word processing tools. • Access on-line resources to enhance the use of productivity tools. • Use drawing tools for creative expression. • Use spreadsheet to enter and organize data and create a graph.

Use technology to design, develop, publish and present to various audiences.	Publish and share: <ul style="list-style-type: none"> • Word processing documents • Multimedia presentations • Graphic objects
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	Select and use: <ul style="list-style-type: none"> • Digital images • On-line resources (LACA) • Drawing tools • Writing tools
Select and use appropriate tools and technology resources to solve problems.	Create products using: <ul style="list-style-type: none"> • Charting to display results. • Spreadsheets to analyze and organize data. • Multimedia presentation to communicate ideas. • Creativity and problem-solving skills for real-world applications.

English Language Arts

Objective	Students will be able to:
Reading Skills and Strategies	Read written text fluently to construct meaning, using the skills and strategies of previewing, word recognition, decoding, vocabulary building, self-monitoring, comprehending, reflecting and responding.
Creative and Critical Thinking	Engage in creative and critical thinking strategies when reading, writing, listening, and/or speaking to generate original and meaningful products employing originality, flexibility, elaboration, generalization, analysis, and self-reflection.
Research Process	Employ a process, when researching, to gain information about topics and issues, as well as historic, cultural, and biographical contexts, using the procedures of collecting, analyzing, synthesizing, and citing information.
Literature Analysis	Respond thoughtfully to literature after reading expository and narrative prose, poetry, and drama to extend meaning, applying literal, interpretive, critical and reflective analyses.
Mass Media	Respond critically to mass media assessing the medium and the message for responsible and ethical communication, applying literal, interpretive, critical, and reflective analyses.
Analyzing Language	Analyze language for effective communication when reading, writing, listening, or speaking, acquiring knowledge of language's structure, change, and function.
Oral Communication	Acquire and apply the skills necessary for effective oral communication, applying the fundamentals of speaking, listening, and assessing mutual understanding.
Writing Process	Write fluently to construct and convey meaning, improving writing through a process of prewriting, writing drafts, revising, editing, sharing/publishing, and reflecting.
Producing Writing	Practice and produce varied written texts, which communicate effectively, in expository and narrative prose, poetry, and drama, incorporating the distinguishing modes of narration, description, exposition, and argumentation.

Family and Consumer Science

Objective	Students will be able to:
Family as a System	<p>Examine family as a basic unit of society.</p> <p>Determine the role of family in transmitting societal expectations.</p> <p>Examine the role of family in teaching culture and traditions across the life span.</p> <p>Examine the role of family in developing independence, interdependence, and commitment of family members.</p> <p>Determine the impact of change and transitions over the life span.</p> <p>Explore the interconnection of individual, family, career, and community relationships.</p>
Interpersonal Relationships	<p>Develop a self-concept that enhances family and/or community relationships.</p> <p>Demonstrate positive constructive communication skills.</p> <p>Demonstrate respectful and caring relationships in the family, workplace, and community.</p> <p>Understand and use decision-making/problem-solving processes.</p>
Nutrition/Wellness/Foods	<p>Identify the essential nutrients and their functions in promoting good health.</p> <p>Relate the Food and Activity Pyramids to health and wellness.</p> <p>Examine social and cultural factors affecting food choices.</p> <p>Practice procedures that promote safe and sanitary food handling.</p> <p>Identify common preparation and cooking terms.</p> <p>Read and follow recipe directions and evaluate.</p> <p>Develop skill in food preparation using proper measurements and equipment.</p> <p>Work cooperatively and responsibly.</p> <p>Practice appropriate table setting and manners.</p> <p>Examine potential careers in foods, nutrition, and wellness.</p>
Clothing and Textiles	<p>Demonstrate how to safely use sewing machines, equipment, and technology related to clothing and textiles.</p> <p>Read and follow directions to produce simple clothing and textile projects.</p> <p>Practice the basics of clothing maintenance.</p> <p>Examine potential careers in clothing and textiles.</p>
Caring for Children	<p>Identify the developmental stages of childhood.</p> <p>Recognize the responsibilities involved in caring for children.</p> <p>Demonstrate safe and appropriate developmentally activities for children.</p> <p>Examine potential careers working with children.</p>

Health Objectives

Objective	Students will be able to:
Mental and Emotional Health	<p>Tell the difference between a healthful behavior and a risk behavior.</p> <p>List and discuss ten factors that influence health status.</p> <p>Explain how and why you would use a Health Behavior Inventory.</p> <p>Design a health behavior contract.</p> <p>List and describe four skills you need to be a health literate person.</p> <p>Tell the difference between a responsible decision and a wrong decision.</p> <p>List and discuss ways to prove to yourself and others that you are responsible.</p> <p>Use the Responsible Decision-Making Model to determine what action to take in a given situation.</p> <p>Tell the difference between an unnecessary risk and a calculated risk.</p> <p>Identify six questions to ask to evaluate the possible outcomes of a risk or dare before you take it.</p> <p>Explain how you can develop good character.</p> <p>Explain why it is important to have good character.</p> <p>List and discuss three ways to do a character check-up.</p> <p>Use resistance skills if you are pressured to do something wrong.</p> <p>Explain what you should do if you give in to negative peer pressure.</p> <p>List and discuss positive personality traits you might develop.</p> <p>Explain four things you can do to communicate effectively.</p> <p>List and discuss steps you can take to stay in control of yourself when you are really angry.</p> <p>Explain how you can carry on when you are feeling insecure.</p>
Alcohol, Tobacco and Other Drugs	<p>Explain why there is no such thing as “responsible teen drinking.”</p> <p>Explain how drinking can harm your body.</p> <p>Explain how drinking can harm your mind.</p> <p>Explain how drinking can effect your decision to practice abstinence.</p> <p>Discuss ways the media promotes drinking.</p> <p>Outline resistance skills you can use if you are pressured to drink alcohol.</p> <p>Discuss alcoholism and its effects on families.</p>
Growth and Development (Sexuality Education)	<p>Discuss what to do if mood swings occur during puberty.</p> <p>Identify the female secondary sex characteristics.</p> <p>Explain what occurs during the menstrual cycle.</p> <p>Discuss habits a female can practice to protect reproductive health.</p> <p>Identify the male secondary sex characteristics.</p> <p>Discuss the habits a male can practice to protect reproductive health</p> <p>Identify eight developmental tasks you should work on right now.</p> <p>List and give the definition for each of the male and female reproductive organs.</p> <p>Discuss the benefits of a monogamous traditional marriage.</p> <p>Use the <i>Responsible Decision-Making Model</i> to explain why abstinence is the expected standard for teens.</p>

	<p>Identify the harmful consequences that can result from having babies outside of marriage.</p> <p>Explain how abstinence reduces your risk of becoming infected with HIV and STD's.</p> <p>Identify <i>The Top Ten List of Reasons to Practice Abstinence</i>.</p> <p>Explain how to stick to limits for expressing affection.</p> <p>Identify ten behaviors that indicate respect in a relationship.</p> <p>Outline resistance skills you can use if you are pressured to be sexually active.</p> <p>Explain how a drug-free lifestyle supports your decision to practice abstinence.</p> <p>Identify guidelines to use to choose entertainment that supports your decision to practice abstinence.</p> <p>Outline information on Chlamydia, NGU, gonorrhea, candidiasis, syphilis, genital herpes, viral hepatitis, genital warts, trichomoniasis and pubic lice.</p> <p>List two STD's for which there is no cure.</p> <p>List two STD's that are linked to cancers.</p> <p>List ten reasons why you do not want to become infected with an STD.</p> <p>List ways HIV is and is not spread.</p> <p>Explain why practicing abstinence protects you from HIV infection.</p> <p>Explain why saying no to injecting drug use, alcohol and other drugs, and sharing a needle to make tattoos or to pierce ears or other body parts protects you from HIV infection.</p> <p>Explain why you need to follow universal precautions to protect yourself from HIV infection.</p> <p>Discuss tests used to determine HIV status.</p> <p>Explain how HIV infection progresses to AIDS.</p> <p>Discuss the latest treatments for HIV and AIDS.</p> <p>Identify ways in which HIV and AIDS threaten society.</p> <p>Outline resistance skills you can use if you are pressured to choose risk behaviors for HIV infection.</p>
<p>Personal Health</p>	<p>Describe three parts of a physical exam.</p> <p>Identify six vaccines and tell why and when they are recommended.</p> <p>Discuss ways you can help to protect your skin.</p> <p>Discuss ways to reduce your risk of developing skin cancer.</p> <p>Explain what you can do if you have acne.</p> <p>Use questions to evaluate ads for grooming/hygiene products.</p>
<p>Family and Social Health</p>	<p>Discuss reasons why you should follow family guidelines.</p> <p>Discuss actions that can help you develop healthful family relationships.</p> <p>Explain steps that can be taken to improve dysfunctional family relationships.</p> <p>Discuss adjustments that can be made if you experience family changes.</p> <p>Discuss ways parents' divorce can affect a teen's future relationships.</p>
<p>Disease Prevention and Control</p>	<p>Explain how a chronic health condition differs from other health conditions.</p> <p>Discuss asthma, including signs of an asthma attack, asthma triggers, and ways to avoid asthma triggers.</p>

	<p>Outline the definition of, signs and symptoms of, and ways to manage the following chronic health conditions: headache, allergy, Type I diabetes, epilepsy, chronic fatigue syndrome, sickle cell anemia, and systemic lupus.</p> <p>Discuss ways to reduce your risk of developing high blood pressure.</p> <p>Discuss ways to reduce your risk of having a stroke.</p> <p>Discuss ways to reduce your risk of developing arteriosclerosis.</p> <p>Identify risk factors for cardiovascular diseases.</p> <p>Discuss ways to reduce your risk of developing cancers.</p> <p>Discuss diet choices that reduce your risk of developing premature heart disease.</p> <p>Discuss diet choices that reduce your risk of developing cancer.</p> <p>Identify why it is risky to be overweight.</p> <p>Discuss the pressures teens face to have a perfect body.</p> <p>Identify reasons it is important to have a positive body image.</p> <p>Discuss the symptoms and risks of binge eating disorder, bulimia nervosa and anorexia nervosa.</p> <p>Discuss treatment options for teens who have an eating disorder.</p>
All Stars Booster	<p>Review commitments made previously in All-Stars.</p> <p>Complete a booster version of the Opinion Poll Game,</p> <p>Establish standards for getting along that encourage participation as well as respect.</p> <p>Express opinions about risky behaviors.</p> <p>Think about their futures.</p> <p>Participate in the making of an ideal class logo.</p> <p>Develop an understanding that the group has a positive norm about high-risk behaviors.</p> <p>Understand that using alcohol, marijuana, and inhalants and participation in other high-risk behaviors is unacceptable to the peer group.</p> <p>Publicize positive classroom norms about risky behaviors.</p> <p>Think about the reputations they want to have.</p> <p>Identify habits that are important for them to develop.</p> <p>Discuss positive habit development with their parents.</p> <p>Demonstrate that commitments are proven when an individual overcomes challenges to keeping their commitments.</p> <p>Learn skills needed to overcome challenges to keeping commitments.</p> <p>Engage needed trusted adults to help them keep their commitments.</p> <p>Reinforce commitments made during the All-Stars Core course.</p> <p>Prepare to express positive commitments publicly.</p> <p>Strengthen personal commitments by making them public.</p> <p>Report about their participation in All-Stars Booster.</p> <p>Reinforce commitments made during All-Stars.</p>

Industrial Technology

Objective	Students will be able to:
Identify and Use Basic Tools, Techniques, Processes and Material	Identify and use basic tools, techniques, processes and material <ul style="list-style-type: none"> • Identify the steps needed to complete a project • Identify basic properties of materials • Sketching, measurement and layout • Cutting • Drilling • Assembly • Finishing
Safety Practices	Demonstrate basic safety practices related to tools, techniques, processes and materials in technology systems. <ul style="list-style-type: none"> • Importance and proper use of eye protection • Identify appropriate safety behavior and procedures • Proper care and use of hand tools including hammer, saw, screwdriver, chisel, clamp, file, block plane • Proper care and use of power tools including drill press, drill, sander, scroll saw, jig saw, buffer, band saw, disc sander, belt sander
Impact of History, the Environment and Technology	Recognize the impact of history, the environment and technology in society and industry. <ul style="list-style-type: none"> • Identify and apply mathematic concepts and science principles • Explore technology careers in business and industry • Achieve an ability to work responsibly and with others • Identify relationships of technology and environment • Develop an awareness and appreciation for resource materials
Systems Approach in Technology	Recognize the four components of the systems approach in technology (input, process, output, feedback). <ul style="list-style-type: none"> • Identify the role of each component • Identify technology activities as applying, designing, producing and assessing technology
Problem Solving	Recognize the role that problem solving plays in technology <ul style="list-style-type: none"> • Apply steps to the design process to develop a solution to the problem

Language Communication Arts

Objective	Students will be able to:
Research	Identify resources to find appropriate information using reference works (electronic and print) books, periodicals and internet sites.
	Access resources to find appropriate information including retrieving the information and recording critical elements for an MLA citation.
	Evaluate resources to find appropriate information based on the resource's authority,

	content and currency.
	Demonstrate accurate note-taking skills with resources.
Oral Presentation	Interpret a text using <ul style="list-style-type: none"> • clear articulation • vocal expression to create meaning.
	Work as an ensemble with an established script.
	Prepare an oral presentation <ul style="list-style-type: none"> • using a lead that engages the audience’s attention. • clearly stating the purpose of the presentation. • explaining and supporting key points. • demonstrating a logical organization pattern. • using a conclusion with an appropriate ending technique that ties up the presentation.
	Deliver an oral presentation using <ul style="list-style-type: none"> • an appropriate tone of voice. • an adequate volume level for the audience. • an appropriate delivery pace. • clear enunciation and correct pronunciation. • a confident posture. • body movements or gestures to reinforce the spoken word. • eye contact with the audience.
Listening	Use listening skills <ul style="list-style-type: none"> • to comprehend oral directions. • to assign meaning to what is heard. • to recall a sequence of events or actions described orally. • to recall details and ideas accurately after they have been presented orally.
Writing	Write a personal essay using <ul style="list-style-type: none"> • an introduction that identifies the subject and purpose of the essay. • a logical organizational pattern. • paragraphs that include topic sentences, supporting details/examples and transition words • a conclusion that includes a plausible summary and a final thought. • limited convention errors.
	Write a play script using <ul style="list-style-type: none"> • characters that are distinct. • an appropriate introduction to set the scene. • a conflict consistent with the plot. • dialogue consistent with the characters. • the format/layout of a script. • limited convention errors.

Mathematics Objectives
* = **First introduction of topic**

Objective	Students will be able to:
Semester One	Students will be able to find the mean, median, mode, and range of a data set. [DAP]
	Students will be able to interpret data in frequency tables and stem-and-leaf plots. [DAP]
	Students will be able to interpret data in bar graphs and histograms. [DAP]
	Students will be able to interpret circle graphs. [DAP]
	Students will be able to interpret line graphs. [DAP]
	Students will be able to interpret scatter plots. [DAP]
	Students will be able to represent numbers using exponents (include discussion zero exponent). [NS]
	Students will be able to use scientific notation. [NS]
	Students will be able to use order of operations. [COMP]
	Students will be able to find the prime factorization of composite numbers. [NS]
	Students will be able to find the greatest common factor. [NS]
	Students will be able to find the least common multiple. [NS]
	Students will be able to evaluate algebraic expressions. [ALG]
	Students will be able to translate words into numbers, variables, and expressions. [ALG]
	Students will be able to combine like terms. [ALG]
	Students will be able to determine whether a number is a solution of an equation. [ALG]
	Students will be able to solve one-step equations using addition or subtraction. [ALG]
	Students will be able to solve one-step equations using multiplication or division. [ALG]
	Students will be able to compare and order integers. [NS]
	Students will be able to find absolute value. [COMP]
	Students will be able to plot ordered pairs on a coordinate plane. [ALG]
	Students will be able to add integers. [COMP]
	Students will be able to subtract integers. [COMP]
	Students will be able to multiply and divide integers. [COMP]
	Students will solve one-step equations with integers. [ALG]
	Students will be able to identify rational numbers and place them on a number line. [NS]
	Students will be able to identify, write, and convert between equivalent fractions and mixed numbers. [NS]

	Students will be able to write fractions as decimals and vice versa. [NS]
	Students will be able to determine if a decimal is terminating or repeating. [NS]
	Students will be able to compare and order rational numbers. [NS]
	Students will be able to add and subtract decimals. [COMP]
	Students will be able to multiply decimals. [COMP]
	Students will be able to divide decimals by integers. [COMP]
	Students will be able to divide decimals and integers by decimals. [COMP]
	Students will be able to multiply fractions and mixed numbers. [COMP]
	Students will be able to divide fractions and mixed numbers. [COMP]
	Students will be able to add and subtract fractions. [COMP]
	Students will be able to add and subtract mixed numbers. [COMP]
Semester Two	Students will be able to identify, write, and compare ratios and rates. [NS]
	Students will be able to find equivalent ratios and identify proportions. [NS]
	Students will be able to solve proportion by using cross products. [COMP]
	Students will be able to use dimensional analysis to make unit conversions.* [MEAS]
	Students will be able to use ratios to determine if two figures are similar.* [GEOM]
	Students will be able to use similar figures to find unknown lengths. [GEOM]
	Students will be able to use ratios and proportions in scale drawings. [MEAS]
	Students will be able to write equivalent fractions, decimals, and percents. [NS]
	Students will be able to find the percent of a number. [COMP]
	Students will be able to solve one-step equations containing percents.* [ALG]
	Students will be able to solve problems involving percent of change.* [ALG]
	Students will be able to identify points, lines, and planes. [GEOM]
	Students will be able to identify angles and parts of angles.* [GEOM]
	Students will be able to identify parallel, perpendicular, and skew lines, and angles formed by a transversal. * [GEOM]
	Students will be able to identify and name polygons. [GEOM]
	Students will be able to classify triangles by their side lengths and angle measures. [GEOM]
	Students will be able to name and identify types of quadrilaterals. [GEOM]
	Students will be able to find the measures of angles in polygons. [GEOM]
	Students will be able to identify congruent figures and use congruence to solve problems. [GEOM]
	Students will be able to recognize, describe, and show transformations. [GEOM]

	Students will be able to convert measurements within the customary and metric systems. [MEAS]
	Students will be able to find the perimeter of a polygon and the circumference of a circle. [GEOM]
	Students will be able to find the area of rectangles and other parallelograms. [GEOM]
	Students will be able to find the area of triangles and trapezoids.* [GEOM]
	Students will be able to find the area of circles. [GEOM]
	Students will be able to express and evaluate numbers using powers and roots.* [COMP]
	Students will be able to use the Pythagorean theorem.* [GEOM]
	Students will be able to identify various 3-D figures.* [GEOM]
	Students will be able to find the volume of prisms.* [GEOM]
	Students will be able to find the volume of pyramids, cones, and spheres.* [GEOM]
	Students will be able to use informal measures of probability. [DAP]
	Students will be able to find experimental probabilities. [DAP]
	Students will be able to use counting methods to determine possible outcomes.* [DAP]
	Students will be able to find the theoretical probability of an event. [DAP]
	Students will be able to find the probability of independent and dependent events.* [DAP]

Mathematics (Pre Algebra) Objectives

* = First introduction of topic

Objective	Students will be able to:
Semester One	Students will be able to use the order of operations to evaluate numerical expressions. [COMP]
	Students will be able to write and evaluate variable expressions. [ALG]
	Students will be able to evaluate expressions with powers. [ALG]
	Students will be able to use formulas to find unknown values. [ALG/MEAS]
	Students will be able to order integers and find absolute value. [NS]
	Students will be able to add integers. [COMP]
	Students will be able to subtract integers. [ALG/COMP]
	Students will be able to multiply integers.[ALG/COMP]
	Students will be able to divide integers. [ALG/COMP]

	Students will be able to use properties to evaluate expressions.* [ALG]
	Students will be able to use the distributive property.* [ALG]
	Students will be able to identify and plot points in a coordinate plane. [ALG]
	Students will be able to solve equations using addition or subtraction (including fractions, decimals, & integers).* [ALG]
	Students will be able to solve equations using multiplication or division (including fractions, decimals, & integers).* [ALG]
	Students will be able to solve two-step equations.* [ALG]
	Students will be able to solve problems by writing two-step equations.* [ALG]
	Students will be able to use formulas for perimeter and area. [MEAS]
	Students will be able to solve inequalities using addition or subtraction.* [ALG]
	Students will be able to solve inequalities using multiplication or division.* [ALG]
	Students will be able to write the prime factorization of a number.* [NS]
	Students will be able to find the greatest common factor. [NS]
	Students will be able to find the least common multiple. [NS]
	Students will be able to simplify fractions.* [NS]
	Students will be able to compare and order fractions and mixed numbers. [NS]
	Students will be able to multiply and divide expressions with exponents.* [ALG/COMP]
	Students will be able to simplify expressions with negative exponents.* [ALG/COMP]
	Students will be able to read and write numbers using scientific notation.* [NS]
	Students will be able to add and subtract fractions with like denominators. [COMP]
	Students will be able to add and subtract fractions with different denominators.* [COMP]
	Students will be able to multiply fractions and mixed numbers. [COMP]
	Students will be able to divide fractions. [COMP]
	Students will be able to write fractions as decimals and vice versa. [NS]
	Students will be able to add and subtract decimals. [COMP]
	Students will be able to multiply and divide decimals. [COMP]
	Students will be able to find mean, mode, median, and range. [DAP]
Semester Two	Students will be able to solve equations that require two or more steps.* [ALG]
	Students will be able to solve equations that have variables on both sides.* [ALG]
	Students will be able to solve equations with fractions and decimals.* [ALG]
	Students will be able to use two or more steps to solve inequalities.* [ALG]

Students will be able to use multi-step inequalities to solve real-world problems.* [ALG]
Students will be able to rewrite fractions, decimals, and percents. [NS]
Students will be able to find ratios and unit rates. [COMP]
Students will be able to write and solve proportions. [COMP]
Students will be able to solve percent problems (proportions or equations).* [COMP]
Students will be able to solve problems with percent of increase or decrease. [COMP]
Students will be able to solve percent application problems.* [COMP]
Students will be able to solve equations to find angle measures (supplementary and complementary). [GEOM]
Students will be able to solve equations to find angle measures. [GEOM]
Students will be able to classify quadrilaterals and find the sum of angle measures in quadrilaterals. [GEOM]
Students will be able to find and approximate square roots. [NS]
Students will be able to define and work with irrational numbers.* [NS]
Students will be able to use the Pythagorean theorem to solve problems. [GEOM]
Students will be able to use the Pythagorean theorem to solve real-life problems.* [GEOM]
Students will be able to solve equations involving the circumference of a circle. [GEOM]
Students will be able to find the areas of parallelograms and trapezoids. [GEOM]
Students will be able to find the areas of circles. [GEOM]
Students will be able to classify solids. [GEOM]
Students will be able to find the surface areas of prisms and cylinders.* [GEOM]
Students will be able to find the volumes of prisms and cylinders. [GEOM]
Students will be able to use tables to represent functions.* [ALG]
Students will be able to interpret scatter plots. [DAP]
Students will be able to find solutions of equations in two variables.* [ALG]
Students will be able to graph a linear equation.* [ALG]
Students will be able to find probabilities of events. [DAP]
Students will be able to use the fundamental counting principle. [DAP]
Students will be able to find the probabilities of independent and dependent events. [DAP]
Students will be able to create and interpret circle and line graphs. [DAP]

Mathematics (Pre Algebra Differentiated) Objectives

* = First introduction of topic

Semester One	Evaluate and write variable expressions. [ALG]
	Use powers to describe repeated multiplication. [COMP]
	Use order of operations to evaluate expressions. [COMP]
	Compare and order integers. [NS]
	Find the absolute value of a number. [COMP]
	Add integers. [COMP]
	Subtract integers. [COMP]
	Multiply and divide integers. [COMP]
	Identify and plot points in a coordinate plane. [ALG]
	Use properties of addition and multiplication. [ALG]
	Use the distributive property. [ALG]
	Simplify variable expressions. [ALG]
	Write verbal sentences as equations. [ALG]
	Solve equations using addition or subtraction. [ALG]
	Solve equations using multiplication or division. [ALG]
	Solve equations involving decimals.* [ALG]
	Solve two-step equations.* [ALG]
	Solve equations using the distributive property.* [ALG]
	Solve equations with variables on both sides.* [ALG]
	Solve inequalities using addition or subtraction.* [ALG]
	Solve inequalities using multiplication or division.* [ALG]
	Solve multi-step inequalities.* [ALG]
	Write the prime factorization of a number. [NS]
	Find the GCF of two or more whole numbers. [NS]
	Write equivalent fractions. [NS]
	Find the LCM of two numbers. [NS]
	Multiply and divide powers.* [COMP]
	Use negative and zero exponents.* [COMP]
	Write numbers using scientific notation.* [NS]
Write fractions as decimals and vice versa. [NS]	
Add and subtract like fractions. [COMP]	

	Add and subtract unlike fractions. [COMP]
	Multiply fractions and mixed numbers. [COMP]
	Divide fractions and mixed numbers. [COMP]
	Use multiplicative inverses to solve equations.* [ALG]
	Use the LCD to solve equations and inequalities.* [ALG]
Semester Two	Find ratios and unit rates. [COMP]
	Write and solve proportions. [COMP]
	Solve proportions using cross products. [COMP]
	Identify similar and congruent figures. [GEOM]
	Find unknown side lengths of similar figures. [GEOM]
	Use proportions with scale drawings. [MEAS]
	Use a fraction to find the percent of a number. [COMP]
	Use proportions to solve percent problems. [COMP]
	Use decimals to solve percent problems. [COMP]
	Use equations to solve percent problems. [ALG]
	Find a percent of change in a quantity.* [COMP]
	Find markups, discounts, sales tax, and tips.* [COMP]
	Calculate interest earned and account balances.* [COMP]
	Use graphs to represent relations and functions. [ALG]
	Find solutions of equations in two variables.* [ALG]
	Use x- and y-intercepts to graph linear equations.* [ALG]
	Find and interpret slopes of lines.* [ALG]
	Find and approximate square roots.* [COMP]
	Simplify radical expressions.* [COMP]
	Use the Pythagorean theorem to solve problems.* [GEOM]
	Compare and order real numbers.* [NS]
	Solve problems involving triangles. [GEOM]
	Classify polygons and quadrilaterals. [GEOM]
	Classify special pairs of angles. [GEOM]
	Find the areas of parallelograms and trapezoids. [GEOM]
	Find circumferences and areas of circles. [GEOM]
	Find the surface areas of prisms and cylinders.* [GEOM]
	Find the surface areas of pyramids and cones.* [GEOM]

	Find the volumes of prisms and cylinders.* [GEOM]
	Find the volumes of pyramids and cones.* [GEOM]
	Make stem-and-leaf plots. [DAP]
	Choose appropriate displays for data sets. [DAP]
	Find probabilities. [DAP]
	Use the counting principle to find probabilities. [DAP]
	Identify populations and sampling methods.* [DAP]
	Make conclusions about populations using surveys.* [DAP]
	Use permutations to count possibilities.* [DAP]
	Use combinations to count possibilities.* [DAP]
	Find the probability that event A or event B occurs.* [DAP]
	Find the probability that event A and event B occur.* [DAP]

Physical Education

Objective	Students will be able to:
Skills	Demonstrate competence in at least one activity from EACH of the following categories: <ul style="list-style-type: none"> • Dance • Fitness activities • Individual/dual sports/activities • Outdoor pursuits • Team sports/activities
Knowledge	<ul style="list-style-type: none"> • Use basic offensive and defensive strategies while playing a modified version of the sport/activity • Know and follow rules while playing sports/games
Active Lifestyle	Accumulate 60 minutes or more (in intervals of at least 15 minutes) of moderate to vigorous physical activity each day in a combination of school and non-school settings as recommended nationally
Fitness	Be able to self-assess their level of fitness using the five components of health-related fitness and identify the appropriate activities to improve each area
Responsible Behavior	Demonstrate responsible, respectful behavior appropriate for the physical activity setting: <ul style="list-style-type: none"> • Games • Group activities • Interpersonal communication • Locker room behavior
Awareness	Develop an awareness of community opportunities for physical activities

Reading Elements

Objective	Students will be able to:
Word Identification/ Recognition	<ul style="list-style-type: none"> • Identify consonant sounds • Identify the five vowels and know that they make a variety of sounds • Identify the beginning, middle or ending sounds in a word with a letter • Demonstrate the phoneme blending process (c-a-t = cat) • Read and pronounce words which contain a short vowel sound • Read and pronounce words which contain a long vowel sound • Read and pronounce words which contain r-controlled vowels: ar, er, ir, or, ur • Form new words from word families: add, substitute and delete beginning consonant sounds to common phonograms to form new words: such as <i>-ay, -ill, -ip, -at, -am, -ag, -ack, -ank, -ick</i> • Identify syllables and compound words • Read high-frequency words from list provided by the District • Recognize survival words from list provided by the District • Recognize common contractions of the verbs <i>will, am, is</i> and a verb + <i>not</i> (such as <i>we'll, I'm, we're, can't, it's</i>) • Accurately pronounce and know the meaning(s) of the 10 most common prefixes • Recognize common suffixes: <i>-ed, -ing, -tion, -es, -er, -est</i> • Identify common prefixes, suffixes and stems in multi-syllabic words • Accurately read singular possessives containing an apostrophe: <i>Maria's; the car's</i> • Identify the meaning distinguished by <i>we'll/will; I'm/am</i>
Vocabulary Building	<ul style="list-style-type: none"> • Recognize that words can have multiple meanings • Produce synonyms and antonyms of common words • Identify words and phrases which cue sequence: <i>while, finally</i> • Identify words and phrases which cue cause and effect: <i>if, then, as a result</i> • Produce synonyms, antonyms and homonyms of words used for vocabulary study • Recognize distinctions in meaning of homophones • Recognize humor requires comprehending multiple meanings of a single word
Comprehension [In Elements, the student demonstrates comprehension skills and strategies when reading texts at the 3 rd -4 th grade instructional reading level.]	<p>Recall, remember or identify information directly stated on the page (literal comprehension)</p> <ul style="list-style-type: none"> • Retell a story in their own words • Identify stated story elements: main characters, setting, sequence of events, conflict • Identify the topic sentence, main idea and relevant details of a selection <u>if</u> explicitly stated • Recall stated cause and effect elements in informational text • Comprehend accurately without supporting illustrations • Identify descriptive details <p>Read between the lines to analyze the meaning beyond its literal statements</p>

	<p>(inferential comprehension)</p> <ul style="list-style-type: none"> • Infer character’s motive or emotion • Infer cause and effect • Draw conclusions that can be supported with clues from the selection • Interpret information from diagrams, charts and graphs <p>Judge the merit or validity of what is read, based on criteria from previous experience or instruction (critical comprehension)</p> <ul style="list-style-type: none"> • Connect what is read to real-life experiences • Evaluate favorite elements of stories, compares stories • Distinguish between fact and opinion and support it with text or personal experiences
Self-monitoring Strategies	<p><u>The student demonstrates these strategies after direct instruction and guided practice.</u></p> <p>Before Reading</p> <ul style="list-style-type: none"> • Make predictions based on the text format characteristics of newspaper, drama, poetry and prose • Recall prior knowledge • Set purposes for reading • Preview (skim) text for unknown words <p>During Reading</p> <ul style="list-style-type: none"> • Monitor reading using semantics or meaning of the text to aid word identification and comprehension • Monitor reading using syntax or sentence structure to aid word identification and comprehension • Monitor reading using visual cues such as illustrations to aid word identification and comprehension • Identify words and phrases that are causing comprehension difficulty and use word identification strategies or classroom dictionaries to understand word meaning • Create mental pictures of objects or events <p>After Reading</p> <ul style="list-style-type: none"> • Summarize text using techniques such as webbing • Compare ideas presented in the text with own experience • Evaluate ideas and predictions
Fluency	<ul style="list-style-type: none"> • Read at an appropriate rate with proper phrasing, observing punctuation • Read with expression
Habits and Skills of Life-long Reading	<ul style="list-style-type: none"> • Complete an individual reading interest inventory • Choose and read books appropriate for own interest, purposes and reading level • Read and reread favorite books • Read for enjoyment • Maintain concentration while reading extended text • Read and follow two-step and three-step written directions • Alphabetize to the second letter and apply that skill in dictionary/glossary use • Identify the function of basic reference materials, both print and digital • Use reference materials to locate information: dictionary, telephone book

	<ul style="list-style-type: none"> • Use an index, table of contents and glossary to locate information • Read and recognize the writing of selected authors and identifies favorite authors and books • Read to acquire information • Search by keyword to locate information online • Use the library database or card catalog to locate material • Use reference materials to locate information: encyclopedia, thesaurus, newspaper, atlas
Oral Language Development	<p>The Lincoln Public Schools Middle School reading course objectives identify those student competencies necessary for improving reading skills and strategies. However, the interaction between a student’s reading competence and their oral and written language is important. A strong oral language base is one of the strongest predictors of reading competence. The reading classroom must be an interactive classroom. Students should receive instruction which connects their reading practice with their speaking, listening and writing.</p>

Reading Ideas

Objective	Students will be able to:
Word Identification/ Recognition	<ul style="list-style-type: none"> • Identify common suffixes and their meanings from District spelling recommendations • Read the apostrophe to distinguish how punctuation cues the meaning of possession, not plurality • Recognize that written text can record slang and dialect, as well as standard English
Vocabulary Building	<ul style="list-style-type: none"> • Recognize humor requires comprehending multiple meanings of a single word • Use known prefixes and suffixes to find meaning in new words • Use dictionary and thesaurus to expand personal vocabulary • Use dictionary and thesaurus to learn and confirm word meanings • In context, use words that have multiple meanings • Use vocabulary both literally and figuratively • Begin to build technical vocabulary that relates to specialized career or hobby of personal interest • Build vocabulary within a grammatical category (nouns, verbs, adjectives) • Identify words and phrases which cue simultaneous events: <i>meanwhile</i> • Identify words and phrases which cue cause and effect: <i>therefore; in order to</i>

<p>Comprehension [In Ideas, the student demonstrates comprehension skills and strategies when reading texts at the 5th-6th grade instructional reading level.]</p>	<p>Recall, remember or identify information directly stated on the page (literal comprehension)</p> <ul style="list-style-type: none"> • Retell a story in their own words • Identify stated story elements: main characters, setting, sequence of events, conflict • Identify the topic sentence, main idea and relevant details of a selection <u>if</u> explicitly stated • Recall stated cause and effect elements in informational text <p>Read between the lines to analyze the meaning beyond its literal statements (inferential comprehension)</p> <ul style="list-style-type: none"> • Infer character's motive or emotion • Infer cause and effect • Draw conclusions that can be supported with clues from the selection • Interpret information from diagrams, charts and graphs <p>Judge the merit or validity of what is read, based on criteria from previous experience or instruction (critical comprehension)</p> <ul style="list-style-type: none"> • Connect what is read to real-life experiences • Evaluate favorite elements of stories, compares stories • Distinguish between fact and opinion and support it with text or personal experiences • Compare and contrast two or more short texts with similar topics, events or author • Summarize stated facts from extended text selections
<p>Self-monitoring Strategies</p>	<p>Before Reading</p> <ul style="list-style-type: none"> • Preview text for format characteristics to aid comprehension • Make predictions based on the title, cover, illustrations and text format • Recall prior knowledge • Set purposes for reading • Preview (skim) text for unknown words <p>During Reading</p> <ul style="list-style-type: none"> • Use context clues of semantics, syntax and graphics to aid word identification and comprehension • Identify words and phrases that are causing comprehension difficulty and use word identification strategies or classroom dictionaries to understand word meaning • Create mental pictures of objects or events • Recognize that words, phrases or concepts that are causing comprehension difficulty may require prior knowledge of historic or cultural context(s) <p>After Reading</p> <ul style="list-style-type: none"> • Summarize text using techniques such as webbing • Compare ideas presented in the text with own experience • Evaluate ideas and predictions

Fluency	<ul style="list-style-type: none"> • Read at an appropriate rate with proper phrasing, observing punctuation • Read with expression
Habits and Skills of Lifelong Reading	<ul style="list-style-type: none"> • Complete an individual reading interest inventory • Choose and read books appropriate for own interest, purposes and reading level • Read and reread favorite books • Read for enjoyment • Maintain concentration while reading extended text • Alphabetize and apply that skill in dictionary, thesaurus or glossary use • Identify the function of basic reference materials, both print and digital • Use reference materials to locate information: dictionary, telephone book • Use reference materials to locate information: encyclopedia, thesaurus, newspaper, atlases • Search by keyword to locate information online • Use the library database or card catalog to locate material • Read and recognize the writing of selected authors and identifies favorite authors and books • Read to acquire information • Read and follow multi-step written directions • Identify text characteristics of: narratives, textbooks, newspapers, dramas and reference books
Oral Language Development	<p>The Lincoln Public Schools Middle School reading course objectives identify those student competencies necessary for improving reading skills and strategies. However, the interaction between a student’s reading competence and their oral and written language is important. A strong oral language base is one of the strongest predictors of reading competence. The reading classroom must be an interactive classroom. Students should receive instruction which connects their reading practice with their speaking, listening and writing.</p>

Reading Skills

(May be completed in seventh or eighth grade)

Objective	Students will be able to:
Concepts About Print	<ul style="list-style-type: none"> • Identify front cover, back cover and title page of a book • Identify print (not pictures) as the feature being read • Follow words from left-to-right and top-to-bottom on a printed page • Match spoken word to printed word by pointing to each word • Identify the first part and the last part of a printed text • Describe the purpose of a period, question mark, exclamation mark and quotation marks • Identify a letter in print • Identify a word in print • Identify what an author does and what an illustrator does
Visual and Auditory	<ul style="list-style-type: none"> • Identify uppercase letters in the alphabet

Discrimination	<ul style="list-style-type: none"> • Identify lowercase letters in the alphabet • Hear, identify and match same beginning sounds • Listen, tap out and count stressed syllables in a sequence • Recognize and generate rhyming words through talk, songs, oral games, etc.
Word Identification	<ul style="list-style-type: none"> • Identify consonant sounds • Identify the five vowels and know that they make a variety of sounds • Identify the beginning, middle or ending sounds in a word with a letter • Demonstrate the phoneme blending process (c-a-t = cat) • Read and pronounce words which contain a short vowel sound • Read and pronounce words which contain a long vowel sound • Read and pronounce words which contain r-controlled vowels: ar, er, ir, or, ur • Read and pronounce words which contain vowel clusters • Form new words from word families: add, substitute and delete beginning consonant sounds to common phonograms to form new words: such as <i>-ay, -ill, -ip, -at, -am, -ag, -ack, -ank, -ick</i> • Identify syllables and compound words
Word Recognition	<ul style="list-style-type: none"> • Read high frequency words from list provided • Recognize survival words from list provided • Recognize common contractions of the verbs <i>will, am, is</i> and a verb + <i>not</i> (such as <i>we'll, I'm, we're, can't, it's</i>)
Vocabulary Building	<ul style="list-style-type: none"> • Recognize that words can have multiple meanings • Produce synonyms and antonyms of common words • Identify words which cue sequence: <i>first, next, then, last, before, after</i> • Identify words which cue cause and effect: <i>so, because</i>
Comprehension [In Skills, the student demonstrates comprehension skills and strategies when reading texts at the K-2 instructional reading level.]	<p>Recall, remember or identify information directly stated on the page (literal comprehension)</p> <ul style="list-style-type: none"> • Retell a story in their own words • Identify stated story elements: main characters, setting, sequence of events, conflict • Identify the topic sentence, main idea and relevant details of a selection <u>if</u> explicitly stated • Recall stated cause and effect elements in informational text <p>Read between the lines to analyze the meaning beyond its literal statements (inferential comprehension)</p> <ul style="list-style-type: none"> • Infer character's motive or emotion • Infer cause and effect • Draw conclusions that can be supported with clues from the selection <p>Judge the merit or validity of what is read, based on criteria from previous experience or instruction (critical comprehension)</p> <ul style="list-style-type: none"> • Connect what is read to real-life experiences • Evaluate favorite elements of stories, compares stories • Distinguish between fact and opinion and can support it with text or personal experiences

Self-monitoring Strategies	<p>Before Reading</p> <ul style="list-style-type: none"> • Make predictions based on the title, cover, illustrations and text format • Recall prior knowledge • Set purposes for reading • Preview (skims) text for unknown words <p>During Reading</p> <ul style="list-style-type: none"> • Monitor reading using semantics or meaning of the text to aid word identification and comprehension • Monitor reading using syntax or sentence structure to aid word identification and comprehension • Monitor reading using visual cues such as illustrations to aid word identification and comprehension • Identify words and phrases that are causing comprehension difficulty and use word identification strategies or classroom dictionaries to understand word meaning • Create mental pictures of objects or events <p>After Reading</p> <ul style="list-style-type: none"> • Summarize text using techniques such as webbing • Compare ideas presented in the text with own experience • Evaluate ideas and predictions
Fluency	<ul style="list-style-type: none"> • Read at an appropriate rate with proper phrasing, observing punctuation • Read with expression
Habits and Skills of Life-long Reading	<ul style="list-style-type: none"> • Complete an individual reading interest inventory • Choose and read books appropriate for own interest, purposes and reading level • Read and reread favorite books • Read for enjoyment • Maintain concentration while reading extended text • Read and follow two-step and three-step written directions • Alphabetize to the second letter and apply that skill in dictionary/glossary use • Identify the function of basic reference materials, both print and digital • Use reference materials to locate information: dictionary, telephone book
Oral Language Development	<p>The Lincoln Public Schools Middle School reading course objectives identify those student competencies necessary for improving reading skills and strategies. However, the interaction between a student’s reading competence and their oral and written language is important. A strong oral language base is one of the strongest predictors of reading competence. The reading classroom must be an interactive classroom. Students should receive instruction which connects their reading practice with their speaking, listening and writing.</p>

Science Objectives

Objective	Students will be able to:
<p>Inside Earth</p>	<p>Investigate and describe the characteristics of the earth and its interior, including heat transfer, and convection currents.</p> <ul style="list-style-type: none"> • Investigate and diagram the layers of the earth’s interior. • Distinguish between the three types of heat transfer and describe how convection currents form. • Investigate and understand the theory of continental drift. <p>Explain and describe plate movement and the landforms it creates.</p> <ul style="list-style-type: none"> • Investigate and understand sea floor spreading and trenches. • Explain how plates move at plate boundaries and describe landforms created at plate boundaries. • Describe faults and explain what force of deformation produces each type. <p>Investigate the transfer of energy through the earth and how it relates to sound.</p> <ul style="list-style-type: none"> • Describe how the energy of an earthquake travels through Earth. • Investigate sound and the factors that affect its speed. <p>Investigate volcanoes and the landforms they create.</p> <ul style="list-style-type: none"> • Locate, classify and diagram the earth’s volcanoes and volcanic processes. • Identify landforms created by lava or magma and explain how they form.
<p>Chemical Building Blocks</p>	<p>Investigate and understand matter and its properties.</p> <ul style="list-style-type: none"> • Develop an understanding of characteristic properties and explain how they are important. • Compare mixtures and pure substances. • Describe elements and compounds. • Explain the difference between mass and weight. • Measure mass and volume; calculate density. <p>Investigate and understand phases of matter.</p> <ul style="list-style-type: none"> • Define and differentiate solids, liquids, and gases. • Compare the particle motion in solids, liquids and gases. • Distinguish between physical and chemical changes. • Explain how energy is involved in changes of matter. • Compare and contrast the physical and chemical properties of metals, nonmetals and metalloids.
<p>Living Organisms</p>	<p>Investigate and understand living things.</p> <ul style="list-style-type: none"> • List the characteristics of living things and identify what they need to survive. • Explain the relationship between classification and evolution of living things. • Describe early systems of classification. • Investigate and differentiate between treatment and prevention of viral and bacterial diseases. <p>Describe and examine the plant kingdom.</p> <ul style="list-style-type: none"> • Identify the characteristics that plants share. • Name basic needs of plants and describe their life cycle.

	<ul style="list-style-type: none"> • Describe the process of photosynthesis. <p>Observe and evaluate animal behavior.</p> <ul style="list-style-type: none"> • Compare instinctive versus learned behavior. • Observe natural behavior patterns in an animal. • Draw conclusions about an animal’s ability to learn new behaviors. • Understand migration and group living as behavior cycles. • Identify behaviors that influence courtship. • Use inquiry to carry out a specific investigation.
Environmental Science	<p>Investigate and explain populations and interactions in an ecosystem.</p> <ul style="list-style-type: none"> • Identify the needs met by an organism’s habitat. • Describe levels of organization within an ecosystem. • Identify biotic and abiotic parts of an ecosystem. • Explain what causes populations to change and identify factors that limit population growth. • Explain and describe adaptations and interactions among organisms. <p>Investigate and understand ecosystems and biomes.</p> <ul style="list-style-type: none"> • Identify energy roles of organisms in an ecosystem. • Describe how much energy is available at each level of the energy pyramid. • Organize and diagram food chains and food webs. • Describe ways in which organisms disperse. • List and describe the Earth’s major biomes. <p>Investigate and understand Earth’s living resources.</p> <ul style="list-style-type: none"> • Describe how decision makers balance different needs and concerns related to environmental issues. • Identify factors that affect biodiversity including human activities. • Explain the value of biodiversity.

Social Studies Objectives

Objective	Students will be able to:
Asia and the Pacific an important role in today’s global society	<ul style="list-style-type: none"> • Describe how Geography affected the history and culture of East Asia • Describe how Geography affected the history and culture of South, Southwest and Central Asia • Describe how Geography affected the history and culture of Southeast Asia and the Pacific Region • Describe how History and Culture of East Asia has affected today’s world • Describe how History and Culture of South, Southwest and Central Asia has affected today’s world • Describe how History and Culture of Southeast Asia and the Pacific Region has affected today’s world • Describe the Impact of East Asia on the world today • Describe the Impact of South, Southwest and Central Asia on the world today • Describe the Impact of Southeast Asia and the Pacific on the world today

Europe and Russia play an important role in today's global society	<ul style="list-style-type: none"> • Describe how Geography affected the history and culture of Europe • Describe how Geography affected the history and culture of Russia • Describe how History of Europe has affected today's world • Describe how History of Russia has affected today's world • Describe how Culture of Europe has affected today's world • Describe how Culture of Russia has affected today's world
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World Language Objectives

Objective	Students will be able to:
Communicate in Languages other than English	<p>Express basic needs.</p> <p>Express basic courtesies.</p> <p>Express state of being by creating simple descriptions within a context.</p> <p>Express likes and dislikes.</p> <p>Express agreement and disagreement.</p> <p>Respond to one-on-one interactions by exchanging information with peers and others.</p> <p>Ask and answer simple questions.</p> <p>Make and respond to simple requests.</p> <p>Respond appropriately to a series of directions, instructions, and commands.</p> <p>Make an identification based on simple oral and/or written descriptors.</p> <p>Read and respond to developmentally appropriate material by deriving meaning from selected authentic materials.</p> <p>Respond to speech of peers and familiar adults on a given topic.</p> <p>Use aural, visual, and context clues to derive meaning.</p> <p>Comprehend and respond to simple personal written communications such as notes, invitations, and letters.</p> <p>Identify main ideas and key words in oral and written material.</p> <p>Give a description orally, and in writing, using simple phrases.</p> <p>Write a personal communication such as a note, letter, or invitation.</p> <p>Present prepared material to an audience.</p>
Gain Knowledge and Understanding of Other Cultures	<p>Identify and react to cultural perspectives and practices in the culture studied by describing and analyzing cultural characteristics and behaviors of everyday life.</p> <p>Recognize and interpret language and behaviors that are appropriate to the target culture.</p> <p>Identify some commonly held generalizations about the culture studied.</p> <p>Identify common words and phrases and idioms that reflect the culture.</p> <p>Identify the expressive forms of the target culture.</p> <p>Explain objects, images, and symbols of the target culture.</p> <p>Recognize the contributions of the target culture.</p>
Connect with Other Disciplines and Acquire	<p>Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.</p>

Information	<p>Extract information from sources intended for native speakers of the language.</p> <p>Use authentic sources to identify the perspectives of the target cultures.</p>
Develop Insight into the Nature of Language and Culture	<p>Identify the sound patterns of the target language and compare them to the student's own language by applying, within limited contexts, the sound patterns of the target language.</p> <p>Identify the structural patterns of the target language and compare them to the student's own language by applying, within limited contexts, the structural patterns of the target language.</p> <p>Identify connections among languages.</p> <p>Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources by analyzing the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.</p> <p>Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.</p> <p>Identify the impact of the contributions of the target culture(s) on the student's own culture.</p>
Participate in Multilingual Communities at Home and Around the World	<p>Identify the target language in the student's daily life and share knowledge of target language with others by responding to the target language encountered in the student's daily life.</p> <p>Establish connections with the target culture through the use of technology, media, and authentic sources.</p>

EIGHTH GRADE

Art

Objective	
Think Creatively About Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Question — ask the question, set the goal, define the problem (The objectives of the specific unit.) • Saturation — gather information, do research (The content that the teacher presents — technical training, visual examples, student input.) • Incubation — think time, let ideas “cook,” let thumbnail sketches emerge (doodle) • A-ha — a solution emerges (develop ideas toward a final product) • Verification — test out the idea to see what works (work on project, reflect upon the strengths and weaknesses of the project, assessment) (be open to accidental discoveries, cycle back through the steps if you get stuck)
Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make art. • Time, place, and resources influence how art looks, its meaning, and its value. • Art is made for many purposes.
Express through Art	<p>Students should know:</p> <ul style="list-style-type: none"> • Art communicates ideas. • How to “read” and think about what is said within works of art. • How to gather clues from the time and place where the art work was created to understand the artist’s intent. • Personal interpretation of an art piece is valid. • How and why they are interpreting an image in a certain way. • How to make knowledgeable choices to communicate through their own art. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, non-objective, etc.
Know the Language of Art	<p>Students should:</p> <ul style="list-style-type: none"> • Know Art Elements and Design Principles create art. • Know and identify Art Elements in their own art works and others: line, shape, texture, value, color, space, form. • Understand Design Principles are used to put together an image: emphasis, movement, pattern, contrast, balance, rhythm, unity, variety.
Create Art	<p>Students should:</p> <ul style="list-style-type: none"> • Work with and acquire technical skills in a range of art media. • Understand that art is studied in disciplines: drawing, painting, sculpture, crafts, architecture, etc. • Explore which processes, media, and techniques are effective in communicating ideas. • Use materials and tools in a safe and responsible manner.

Live with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • People who make art are artists, and they do their work in studios. • People who study art made by others are Art Historians, and they work in Museums and Universities. • People who write about art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts. You can make money in the Arts: museum employee, graphic artist, illustrator, set designer, art teacher, etc. • Art connects with language, history, math, science, music, theater, dance, etc.
Talk about Art	<p>Students should:</p> <ul style="list-style-type: none"> • Develop critical thinking skills by reflecting upon images with others. • Assess himself or herself to complete the learning cycle. • Develop awareness of what they have learned and need to know more about through self-assessment. • Use the assessment with the teacher to determine further instruction. • Compare individual responses to art problems.

Business

Objective	Students will be able to:
Basic Economics	<p>Explore macro and microeconomic concepts.</p> <p>Apply economic reasoning to the management of individual resources.</p> <p>Analyze the impact of specialization.</p> <p>Apply the concepts of scarcity, opportunity costs, and trade-off to choices made by consumers and producers.</p> <p>Recognize how decisions influence the supply and demand for goods and services.</p> <p>Understand the circular flow of resources to business and to individuals.</p>
Personal Finance	<p>Explain and evaluate the decision-making process and budgeting.</p> <p>Analyze and calculate the difference between simple and compound interest.</p> <p>Understand the stock market as an investment tool.</p> <p>Describe the use of money as a unit of measurement and a medium of exchange in a global economy.</p> <p>Describe various forms of investment.</p> <p>Demonstrate competency in banking transactions.</p> <p>Compare and contrast methods of payment.</p> <p>List major fringe benefits.</p> <p>Calculate gross pay including regular and overtime earnings.</p> <p>Prepare payroll records computing social security, federal and state taxes.</p> <p>Write a check correctly and balance a checkbook.</p> <p>Discuss the value of insurance.</p> <p>Understand basic concepts of credit.</p> <p>Understand the role of the Federal Reserve.</p>

	Discuss contracts and warranties.
Business Organizations	<p>Identify and define business ownership forms.</p> <p>Understand concepts of import and export.</p> <p>Understand concepts of foreign exchange.</p> <p>Analyze Nebraska's role in international trade.</p> <p>Understand rationale for making trades.</p> <p>Recognize the diversity of international cultures, customs, and businesses.</p>
Career Awareness and Exploration	<p>Recognize the importance of S.M.A.R.T. goal setting.</p> <p>Compare the relationship between worker productivity and how it relates to education and experience.</p> <p>Assess personal interests related to career opportunities.</p> <p>Identify qualifications required for various occupations.</p> <p>Explore domestic and global occupations.</p> <p>Demonstrate social and interpersonal skills that employers expect from workers.</p> <p>Create a personal data sheet and complete a job application and follow-up thank you letter.</p> <p>Demonstrate a successful job interview.</p> <p>Prioritize and utilize effective time management skills.</p> <p>Explore career opportunities through contact with business people or as a community volunteer.</p> <p>Explore career opportunities in the Nebraska Career Fields of (1) Business, Marketing and Management and (2) Communication and Information Systems.</p>
Entrepreneurship and Marketing	<p>Explore the characteristics possessed by an entrepreneur.</p> <p>Understand basic concept of supply and demand.</p> <p>Explore entrepreneurship as a career opportunity.</p> <p>Understand the process of receiving goods and services from the producer to the consumer.</p> <p>Create a marketing mix for a new product.</p> <p>Discuss the importance of understanding financials for successful business ownership.</p> <p>Create a business plan for an entrepreneurial venture promoting goods or service.</p>
Business Presentation and Communication	<p>Present a positive image through verbal and nonverbal communication.</p> <p>Demonstrate active listening.</p> <p>Research, compose, and present information utilizing appropriate technology.</p> <p>Demonstrate leadership.</p> <p>Create business-marketing tools as elements of advertising.</p> <p>Utilize writing skills in note taking.</p> <p>Demonstrate use of telephone skills to accomplish personal business.</p> <p>Read to interpret directions and acquire knowledge.</p> <p>Demonstrate writing skills by creating a business plan.</p>

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	Consider alternatives and accept consequences for actions taken. Learn when to demonstrate assertive behavior. Demonstrate self-discipline/control. Demonstrate ability to respond to criticism. Demonstrate ability to follow rules and laws.
Select and Use Age-appropriate Coping Skills	Recognize and positively act on the need for help. Demonstrate problem-solving skills. Demonstrate decision-making skills. Develop and apply stress-management skills. Recognize positive aspects in all situations. Demonstrate ability to deal with peer pressure. Demonstrate organizational skills.
Demonstrates Confidence in Self	Recognize and accept own abilities and limitations. Demonstrate positive attitude toward self. Demonstrate ability to express personal feelings and ideas to others.
Interacts with Others Appropriately	Develop and maintain friendships. Develop and display communication skills. Demonstrate respect for individual rights. Recognize and accept cultural and individual differences. Allow others opportunities to express ideas, thoughts and feelings. Develop and maintain family relationships. Lead, follow and work cooperatively with others.

Computers

Objective	Students will be able to:
Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.	<ul style="list-style-type: none"> • Select printers • Connect peripheral devices • Locate and save files
Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.	<ul style="list-style-type: none"> • Identify problems • Design a plan • Gather information • Utilize search strategies • Compare information • Analyze results • Share Results

<p>Use input and output devices to successfully operate hardware.</p>	<p>Operate:</p> <ul style="list-style-type: none"> • Scanners • Digital cameras • Digital camcorders • External Drives • DVD/CD-ROM burners • Other devices
<p>Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the school’s acceptable use policy • Use correct form to cite resources • Practice fair use policies • Describe legal consequences from school and society
<p>Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.</p>	<p>Analyze:</p> <ul style="list-style-type: none"> • Authenticity of resources • Degree of bias • Misinformation • Corroborating evidence
<p>Make informed choices among technology systems, resources, and services.</p>	<p>Students match the technology tools and resources for the intended task or audience.</p>
<p>Apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p>	<ul style="list-style-type: none"> • Develop web pages for a specific audience. • Use technology to take notes, create an outline, or storyboard. • Use technology to monitor or track learning. • Develop a basic presentation using multimedia options. • Apply design principles to create effective multimedia. • Use word processing tools to edit and revise writing. • Compose documents at the keyboard using word processing tools. • Access on-line resources to enhance the use of productivity tools. • Use drawing tools for creative expression. • Compose at the keyboard.
<p>Collaborate with peers using technology to design, develop, publish and present to various audiences.</p>	<p>Publish and share:</p> <ul style="list-style-type: none"> • Web pages • Videos • Online projects • Multimedia presentations • Graphic objects • Music

Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	Select and use: <ul style="list-style-type: none"> • Digital images • On-line resources • Print materials • Drawing tools • Writing tools • On-line experts
Select and use appropriate tools and technology resources to solve problems.	Create products using: <ul style="list-style-type: none"> • Charting to display results. • Spreadsheets to analyze and organize data. • Multimedia presentation to communicate ideas. • Creativity and problem-solving skills for real-world applications.
Apply productivity/multimedia tools and peripherals to support problem solving and collaborations, and learning throughout the curriculum.	Create: <ul style="list-style-type: none"> • Multimedia authoring or presentation software to communicate ideas
Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts for audiences inside and outside the classroom.	Develop: <ul style="list-style-type: none"> • Videos • Multimedia presentations • Web pages • Documents • Music

English Language Arts

Objective	Students will be able to:
Reading	<p>Identify the basic facts and essential ideas in what they have read.</p> <p>Locate, access, and evaluate resources to identify appropriate information.</p> <ul style="list-style-type: none"> • Identify resources to find appropriate information <ul style="list-style-type: none"> ○ Reference works — electronic and print ○ Periodicals ○ Internet sites ○ Books • Access resources to find appropriate information <ul style="list-style-type: none"> ○ Retrieve information ○ Record critical elements necessary for MLA citation <ul style="list-style-type: none"> ▪ Encyclopedia entry from print volume ▪ Book with single author

	<ul style="list-style-type: none"> ▪ Magazine article ▪ Website • Evaluate resources to find appropriate information <ul style="list-style-type: none"> ○ Authority: Credibility of Authorship and Source ○ Content: Accuracy, Bias, Reliability, Coverage, or Objectivity ○ Currency: Appropriate for the purpose (historical, recent) <p>Identify basic forms of text (poetry, drama, prose) and various literary genres.</p> <ul style="list-style-type: none"> • Identify four major forms of literature: <ul style="list-style-type: none"> ○ Fiction ○ Nonfiction ○ Poetry ○ Drama • Identify the genre of various texts. <p>Identify the structure and elements of fiction and provide evidence from the text to support their understanding.</p> <ul style="list-style-type: none"> • Identify an example from the designated text selection of the elements of fiction <ul style="list-style-type: none"> ○ setting ○ character ○ conflict ○ point of view ○ theme • Identify and describe the structure of fiction <ul style="list-style-type: none"> ○ exposition ○ rising action ○ climax ○ falling action ○ resolution • Provide textual support when identifying the elements and structure of fiction. <p>Identify and apply knowledge of the structure, elements, and meaning/purpose of nonfiction or informational material and provide evidence from the text to support their understanding.</p> <ul style="list-style-type: none"> • Identify common organizational structures and graphic features to comprehend information texts. • Use a variety of strategies to comprehend informational text. • Determine author’s purpose. • Cite examples from text to support observations. <p>Read and compare a variety of literature including narratives and stories.</p> <p>Interpret the meaning of literary works, nonfiction, films, and media by using different analytic techniques.</p> <ul style="list-style-type: none"> • Analyze a main character from a short story. • Identify at least three different character traits in a story’s main character. • Provide accurate details from the story as supporting evidence that each character trait is a logical choice.
Writing	Identify and apply knowledge of the structure of the English language and standard

	<p>English conventions in their own writing.</p> <p>Apply a process to develop and improve written texts as appropriate to the intended purpose, audience, and form.</p> <p>Produce varied texts which communicate effectively in expository and narrative prose.</p> <p>Use creative and critical thinking strategies and skills to generate original and meaningful products.</p>
Speaking	<p>Participate in both large and small groups and contribute their own information or ideas in order to acquire new knowledge.</p> <ul style="list-style-type: none"> • Use discussion skills to actively participate in group settings. • Exhibit positive participant qualities in group settings. <p>Make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.</p> <ul style="list-style-type: none"> • Prepare and deliver an oral presentation using <ul style="list-style-type: none"> ○ appropriate tone of voice for each thought and feeling expressed ○ delivery volume adequate for everyone in the audience ○ delivery pace slow enough for everyone in the audience ○ clear enunciation and correct pronunciation ○ confident posture ○ body movements or gestures which are appropriate and do not distract ○ occasional eye contact with the audience
Listening	<p>Apply listening skills in a variety of settings.</p> <ul style="list-style-type: none"> • Use listening skills to understand. <ul style="list-style-type: none"> ○ comprehend oral directions ○ assign meaning to what is heard ○ recall a sequence of events or actions described orally ○ recall details and ideas accurately after they have been presented orally

Family and Consumer Science

Objective	Students will be able to:
Resource Management	<p>Apply decision-making, critical/creative thinking, practical reasoning skills and concepts to solve real-life problems.</p> <p>Analyze available resources.</p> <p>Apply time, technology, and money management skills.</p> <p>Apply economic concepts and consumer skills to support the work of the family.</p>
Being an Individual	<p>Analyze one's own self-concept, strengths and personality characteristics.</p> <p>Analyze the development of one's physical, mental, and social-emotional well-being in a culturally complex world.</p> <p>Apply goal setting and decision-making skills to life issues.</p>

Families and Friends	Apply communication skills. Analyze characteristics of strong, yet diverse, families. Analyze concepts and skills which build healthy relationships. Apply relationship skills.
Care Giving	Comprehend the concept of care giving. Analyze the roles, responsibilities and skills needed to care for children and others.
Food Decisions	Apply nutritional guidelines to food decisions. Synthesize consumer skills and decision-making involved in providing food for individuals and families. Analyze social and cultural influences that affect food choices. Apply food preparation principles and skills.
Clothing Decisions	Analyze social and cultural influences that affect clothing choices. Apply consumer skills in making clothing decisions. Comprehend clothing care needs of individuals and families. Apply sewing skills and construction techniques.
Living Space	Comprehend the needs of individuals and families related to living space. Synthesize knowledge and skills of planning a safe, efficient, attractive living space.
Career Awareness and Exploration	Explore career opportunities in the Nebraska Career Fields of (1) Human Services and Resources and (2) Health Sciences.

Health Objectives

Objective	Students will be able to:
All Stars Plus Getting Started	<ul style="list-style-type: none"> • To encourage students to attend and actively participate in Plus' sessions. • To welcome students and set a high standard for participation and interaction. • To learn all students' names. • To help students understand the negative consequences associated with risky behaviors. • To establish standards for getting along that encourage participation as well as respect.
All Stars Plus Goal Setting	<ul style="list-style-type: none"> • To insure students understand that good goals are an important part of realizing their ideals. • To help students develop good goals that support their ideals. • To introduce students to concepts related to goals. • To remind students that they need to develop good habits in order to realize their goals. • To help students understand the importance of personal habits for achieving desired lifestyles. • To help students learn how to track habit development. • To understand the need to set and achieve goals. • To promote the application of activities that help students understand how to set

	<p>and achieve goals.</p> <ul style="list-style-type: none"> • To encourage students to pursue goals.
<p>All Stars Plus Decision Making</p>	<ul style="list-style-type: none"> • To help students understand that there are different strategies they can use to make good decisions. • To improve students' understanding of how different strategies for making decisions might be employed. • To help students explore the different strategies they can use to make good decisions. • To remind students about the various methods for making decisions that were identified in the previous session. • To teach students to listen and follow their conscience when faced with moral decisions. • To help students practice listening to their conscience when faced with moral decisions. • To insure that students understand the importance of conscience in decision making. • To reinforce the use of one's conscience for making moral decisions. • To help students understand the value of generating alternatives. • To help students gain skill at generating alternatives. • To promote the use of formal methods for gathering facts as a means of getting information needed for making good decisions. • To remind students that the important elements of good decisions include using your conscience, generating and assessing alternatives and gathering facts. • To remind students that good decisions require alternatives and facts in addition to fitting with what their conscience tells them is right. • To teach students a complete method for making decisions. • To give students practice using the complete formula for making decisions. • To teach students how to respond if they make mistakes. • To give students practice using the complete formula for making decisions.
<p>All Stars Plus Resistance Skills</p>	<ul style="list-style-type: none"> • To help students develop skills for dealing with vague statements and requests from others. • To make students aware of the role of nonverbal communication. • Students will recall communication skills for avoiding conflict and recall nonverbal communication skills. • Help students become skilled at using nonverbal communication. • To make students aware of the role of nonverbal communication. • Students will recall communication skills needed to appropriately send and receive messages. • To help students develop skills to be assertive. • To help students develop skills to make "I statements." • To help students develop skills to use "I statements" when experiencing pressure. • To help students internalize skills for being assertive and make "I statements." • Students will review the elements of assertive behavior. • To help students develop skills for refusing pressure to engage in risky behavior using nonverbal techniques. • To help students develop skills at using words to refuse pressure to engage in risky

	<p>behavior.</p> <ul style="list-style-type: none"> • To help students understand that it is unacceptable when people pressure others. • To help students recall various verbal and nonverbal strategies for resisting pressure. • To help students develop skills at refusing pressure to engage in risky behavior using nonverbal techniques. • To help students master skills at refusing pressure to engage in risky behavior. • To help students gain confidence and motivation to resist pressure. • To build excitement among student for the <i>Celebration</i>.
<p>All Stars Plus Wrapping Up</p>	<ul style="list-style-type: none"> • To reinforce students' commitments to high ideals. • To remind students about the skills they have learned for achieving goals, making decisions, communicating clearly and being assertive when they find themselves in challenging situations. • To allow students and parents to celebrate their success and socialize. • To complete follow-up activities that insure there will be follow-up with students who participated in All Stars Plus.
<p>Mental and Emotional Health</p>	<p>Understand the three parts of health. Compare and contrast healthful and risk behavior. Describe how your personality is influenced. Explain how you can have mental alertness. Discuss the benefits of having good character. List examples of addictive behavior. Identify sources of help for addictive behaviors. Explain defense mechanisms and how they effect interpersonal communications. Construct I-messages to express feeling. Outline skills for active listening. Describe anger cues and signs of hidden anger. Explain how to use anger management skills. Discuss how nonverbal behavior and mixed messages affect communication. Identify guidelines for using the telephone responsibly. State ways you can develop writing skills. Describe the general adaptation syndrome and how it relates to health. Outline techniques to help you manage stress. Discuss causes and signs of depression in teens. State steps you can take when a person show signs of suicide.</p>
<p>Alcohol, Tobacco and Other Drugs</p>	<p>Discuss the effects and dangers of stimulant drugs; cocaine and crack; methamphetamine; ecstasy; inhalants; sedative-hypnotic drugs; narcotics; marijuana and hashish; and hallucinogens. Explain why it is dangerous to use anabolic steroids without a prescription. Explain how drug misuse and abuse progresses to drug dependence. List warning signs of drug abuse. Describe the behaviors of denial and of honest talk. Discuss different approaches to treatment and support programs for drug dependency.</p>

<p>Growth and Development (Sexuality Education)</p>	<p>Describe the functions of the endocrine and reproductive systems. Explain ways to care for your endocrine and reproductive systems. Identify physical changes that occur in puberty. Trace the path of an unfertilized egg through the female reproductive organs. Trace the path of a sperm cell through the male reproductive organs. Discuss how your body and your sex role can help you feel good about yourself. Explain the process of conception. List the signs of pregnancy. Describe the development of a baby from conception through birth. Discuss the importance of prenatal care. Identify problems that can occur during pregnancy. Outline the stages of labor. State why abstinence is the best choice for teens. Explain that teens can learn facts about birth control methods to prepare for adulthood and that abstinence from sex is the expected standard for them right now. State the following facts to know about a birth control method:</p> <ul style="list-style-type: none"> • How it works • Instructions for use • Effectiveness (theoretical and actual user effectiveness) • Other benefits/drawbacks • Side effects • Who should not use • Cost <p>Describe the following representative kinds of birth control methods:</p> <ul style="list-style-type: none"> • Abstinence from sex (use CDC definition: “refraining from practicing sexual activities that involve vaginal, anal or oral intercourse”) • Birth control pill • Diaphragm • Condoms (female and male) • Spermicides • The shot • The ring • The patch • Withdrawal • Natural Family Planning (NFP) <p>Explain why abstinence from sex is the expected standard for teens by using the “Responsible Decision-Making Model.” Describe characteristics of each of the nine stages in the life cycle. State the most important challenge of adolescence. Identify the eight developmental tasks of adolescence. List six suggestions to improve learning. Discuss difficulties teens with learning disabilities might experience. Explain how practicing healthful habits now will help you age in a healthful way. List the ten secrets of healthful aging.</p>
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	<p>Discuss physical changes, mental conditions, and social needs of people as they age.</p> <p>Describe the five stages of dying.</p> <p>Identify ways you can comfort someone who is grieving.</p>
Family and Social Health	<p>Describe characteristics of a loving person.</p> <p>Identify ways you can improve your social skills.</p> <p>Discuss behaviors that are roadblocks to healthful relationships.</p> <p>Outline ten conflict resolution skills.</p> <p>Explain the steps in the mediation process.</p> <p>Explain how a person develops attitudes about sex roles.</p> <p>List the 10 questions included on the Respect checklist.</p> <p>State why it is important to set limits for affection.</p> <p>Give reasons for choosing abstinence.</p> <p>Identify 10 choices that support abstinence.</p> <p>Discuss reasons teen parenthood is risky.</p> <p>Understand the four kinds of abuse.</p> <p>Describe why teens who are abused need help sorting out their feelings.</p> <p>State actions people can take when their safety is at risk.</p>
Injury Prevention and Safety	<p>Describe how to recognize violence.</p> <p>List protective factors that help reduce your risk of violence.</p> <p>Explain the steps in victim recovery.</p> <p>Identify steps to prevent these unintentional injuries: fall, suffocation, electric shock, poisoning and farm injuries.</p> <p>Give steps for the family fire escape plan.</p> <p>Explain ways to be safe around firearms.</p> <p>Describe safety guidelines for: pedestrians, riding in a motor vehicle, riding a bike and ATV, and protecting against animal bites.</p> <p>Discuss what items should be kept in a first aid kit.</p> <p>Discuss universal precautions.</p> <p>Explain how to: be prepared for emergencies at home; be alert to emergencies; respond to an emergency; make an emergency telephone call; consent to give first aid; and check a victim.</p> <p>Explain first aid procedures for: choking; rescue breathing; CPR; heart attack; stroke; bleeding; shock; poisoning; marine animal stings; tick bites; burns; injuries to muscles, bones and joints; sudden illnesses; heat-related illness; and cold-temperature related illnesses.</p>
Nutrition	<p>Name the Dietary Guidelines and explain why you should follow them.</p> <p>Discuss how to choose foods that help reduce your risk of heart disease and cancer.</p> <p>Identify healthful dietary choices for people with diabetes and hypoglycemia.</p> <p>Identify healthful foods when dining out.</p> <p>List ways to prevent food borne illnesses.</p> <p>Give ways appetite can influence eating habits.</p> <p>List stressful situations for which teens might substitute harmful eating patterns for healthful ways of coping.</p> <p>Explain how to determine your desirable weight and body composition.</p>

	<p>Describe how to maintain your healthful weight.</p> <p>Discuss influences on your body image.</p> <p>Describe the causes and symptoms of eating disorders.</p> <p>Describe the treatment for eating disorders.</p> <p>Identify factors that contribute to obesity.</p> <p>List health problems caused by obesity.</p>
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Industrial Technology

Objective	Students will be able to:
Basic Tools, Techniques, Processes and Material	<p>Identify and use basic tools, techniques, processes and material used in technology systems.</p> <ul style="list-style-type: none"> • Identify the steps needed to complete a project • Identify basic properties of materials • Sketching, measurement and layout • Cutting • Drilling • Assembly • Finishing
Safety Practices	<p>Demonstrate basic safety practices related to tools, techniques, processes and materials in technology systems.</p> <ul style="list-style-type: none"> • Importance and use of eye protection • Identify appropriate safety behavior and procedures • Explain the major parts of a machine tool • Proper care and use of hand tools including hammer, saw, screwdriver, chisel, clamp, file, block plane • Proper care and use of power tools including drill press, hand drill, sander, scroll saw, jig saw, buffer, band saw, disc sander, belt sander • Identify differences between tools • Explain how humans are toolmakers and tool users
Impact of History, the Environment and Technology	<p>Recognize the impact of history, the environment and technology in society and industry.</p> <ul style="list-style-type: none"> • Identify and apply mathematic concepts and science principles • Explore and describe technology careers • Achieve an ability to work responsibly and with others • Identify relationships of technology and environment • Develop an awareness and appreciation for resource materials • Describe how technology systems interact to achieve common goals
Systems Approach in Technology	<p>Recognize the four components of the systems approach in technology (input, process, output, feedback).</p> <ul style="list-style-type: none"> • Outline and describe the role of each component in a system <ul style="list-style-type: none"> ○ Input ○ Process

	<ul style="list-style-type: none"> ○ Output ○ Feedback • Describe open and closed systems • Diagram the System
Problem Solving	<p>Recognize the role problem solving plays in technology</p> <ul style="list-style-type: none"> • Apply steps to the design process to develop a solution to the problem
Career Awareness and Exploration	<p>Explore career opportunities in the Nebraska Career Fields of (1) Industrial, Manufacturing and Engineering Systems and (2) Environmental and Agricultural Systems</p>

Keyboarding

Objective	Students will be able to:
Computer Keyboarding Operations	<ul style="list-style-type: none"> • Demonstrate proficiency in the Touch System of computer keyboarding • Develop proficient keyboarding speed, accuracy, and productivity • Operate the basic parts of a personal computer • Demonstrate proficiency in the Touch System of numeric keypad
Word Processing Layout	<ul style="list-style-type: none"> • Create and key personal letters • Create and key reports, bibliographies/references, and title pages • Create and key memorandums and utilize the e-mail • Use proofreaders' marks and improve proofreading skills • Create and key tables
Integrated Learnings	<ul style="list-style-type: none"> • Integrate computer keyboarding skills into other subject areas • Incorporate multicultural content into computer keyboarding • Apply workplace readiness skills

Mathematics Objectives

Objective	Students will be able to:
Semester One	Students will be able to use the order of operations to evaluate numerical expressions. [COMP]
	Students will be able to write and evaluate variable expressions. [ALG]
	Students will be able to evaluate expressions with powers. [ALG]
	Students will be able to use formulas to find unknown values. [ALG/MEAS]
	Students will be able to order integers and find absolute value. [NS]
	Students will be able to add integers. [COMP]
	Students will be able to subtract integers. [ALG/COMP]
	Students will be able to multiply integers. [ALG/COMP]

	Students will be able to divide integers. [ALG/COMP]
	Students will be able to use properties to evaluate expressions. [ALG]
	Students will be able to use the distributive property. [ALG]
	Students will be able to identify and plot points in a coordinate plane. [ALG]
	Students will be able to solve equations using addition or subtraction (including fractions, decimals, & integers). [ALG]
	Students will be able to solve equations using multiplication or division (including fractions, decimals, & integers). [ALG]
	Students will be able to solve two-step equations.* [ALG]
	Students will be able to solve problems by writing two-step equations. [ALG]
	Students will be able to use formulas for perimeter and area. [MEAS]
	Students will be able to solve inequalities using addition or subtraction. [ALG]
	Students will be able to solve inequalities using multiplication or division. [ALG]
	Students will be able to write the prime factorization of a number. [NS]
	Students will be able to find the greatest common factor. [NS]
	Students will be able to find the least common multiple. [NS]
	Students will be able to simplify fractions. [NS]
	Students will be able to compare and order fractions and mixed numbers. [NS]
	Students will be able to multiply and divide expressions with exponents. [ALG/COMP]
	Students will be able to simplify expressions with negative exponents. [ALG/COMP]
	Students will be able to read and write numbers using scientific notation. [NS]
	Students will be able to add and subtract fractions with like denominators. [COMP]
	Students will be able to add and subtract fractions with different denominators. [COMP]
	Students will be able to multiply fractions and mixed numbers. [COMP]
	Students will be able to divide fractions. [COMP]
	Students will be able to write fractions as decimals and vice versa. [NS]
	Students will be able to add and subtract decimals. [COMP]
	Students will be able to multiply and divide decimals. [COMP]
	Students will be able to find mean, mode, median, and range. [DAP]
Semester Two	Students will be able to solve equations that require two or more steps. [ALG]
	Students will be able to solve equations that have variables on both sides. [ALG]
	Students will be able to solve equations with fractions and decimals. [ALG]
	Students will be able to use two or more steps to solve inequalities. [ALG]

Students will be able to use multi-step inequalities to solve real-world problems. [ALG]
Students will be able to rewrite fractions, decimals, and percents. [NS]
Students will be able to find ratios and unit rates. [COMP]
Students will be able to write and solve proportions. [COMP]
Students will be able to solve percent problems (proportions or equations). [COMP]
Students will be able to solve problems with percent of increase or decrease. [COMP]
Students will be able to solve percent application problems. [COMP]
Students will be able to solve equations to find angle measures (supplementary and complementary). [GEOM]
Students will be able to solve equations to find angle measures. [GEOM]
Students will be able to classify and find the sum of angle measures in quadrilaterals. [GEOM]
Students will be able to find and approximate square roots. [NS]
Students will be able to define and work with irrational numbers. [NS]
Students will be able to use the Pythagorean theorem to solve problems. [GEOM]
Students will be able to use the Pythagorean theorem to solve real-life problems. [GEOM]
Students will be able to solve equations involving the circumference of a circle. [GEOM]
Students will be able to find the areas of parallelograms and trapezoids. [GEOM]
Students will be able to find the areas of circles. [GEOM]
Students will be able to classify solids. [GEOM]
Students will be able to find the surface areas of prisms and cylinders. [GEOM]
Students will be able to find the volumes of prisms and cylinders. [GEOM]
Students will be able to use tables to represent functions. [ALG]
Students will be able to interpret scatter plots. [DAP]
Students will be able to find solutions of equations in two variables. [ALG]
Students will be able to graph a linear equation. [ALG]
Students will be able to find probabilities of events. [DAP]
Students will be able to use the fundamental counting principle. [DAP]
Students will be able to find the probabilities of independent and dependent events. [DAP]
Students will be able to create and interpret circle and line graphs. [DAP]

Mathematics (Algebra) Objectives

Objective	Students will be able to:
Semester One	Evaluate variable expressions.
	Exponents and powers.
	Order of operations.
	Check equations and inequalities.
	Translate verbal phrases into expressions, equations and inequalities. Use verbal models.
	Graph and compare real numbers on a number line.
	Addition of real numbers.
	Subtraction of real numbers.
	Multiplication of real numbers.
	Distributing property. Simplify expressions by combining like terms.
	Division of real numbers.
	Solve linear equations using addition and subtraction.
	Solve linear equations using multiplication and division.
	Solve multi-step equations.
	Solve equations with variables on both sides.
	Linear equations and problem solving.
	Solve decimal equations.
	Solve a formula for one of its variables. Rewrite an equation in function form.
	Data Analysis Unit
	<ul style="list-style-type: none"> • Use tables and graphs to interpret data • Probability of events • Mean, Median and mode • Plot points in a coordinate plane • Use a scatter plot • Determine the correlation of x and y
	Graph linear equations. Horizontal and vertical lines.
	Find the intercepts and use to graph a line.

	The slope of a line. Interpret slope as rate of change.
	Graph a linear equation using slope-intercept form.
	Introduction to functions (input-output tables). Functions and relations (definition, notation, graph). Slopes of linear functions, applications of functions.
	Write linear equations in slope-intercept form.
	Write linear equations given the slope and a point – (See syllabus for alternate teaching ideas.)
	Write linear equations given two points. Identify and write equations of perpendicular lines and parallel lines.
	Solve one-step linear inequalities.
	Solve multi-step linear inequalities.
	Solve compound inequalities.
	Solve absolute-value equations and inequalities. Solve and graph absolute-value inequalities.
	Graph linear inequalities using horizontal and vertical lines. Graph linear inequalities in two variables.
Semester Two	Standard form of a linear equation.
	Solve linear systems by graphing.
	Solve linear systems by substitution.
	Solve linear systems by linear combinations.
	Choose a method to solve linear systems.
	Identify the number of solutions to a linear system.
	Solve systems of linear inequalities.
	Multiplication properties of exponents.
	Zero and negative exponents. Graph exponential functions.
	Division properties of exponents.
	Use scientific notation in computations and applications.
	Graph and write exponential growth functions.
	Graph and write exponential decay functions.
	Solve quadratic equations by finding square roots.
	Simplify radicals.
	Graph quadratic functions from a table of values.

Solve quadratic equations by quadratic formula.
Compare linear, exponential and quadratic models.
Add and subtract polynomials.
Multiply polynomials.
Special products of polynomials.
Solve polynomial equations in factored form.
Find GC monomial factor Factor and solve $x^2 + bx + c$
Factor and solve $ax^2 + bx + c$
Factor and solve special products
Factor and solve using the distributive property
Solve proportions.
Use equations to solve percent problems.
Simplify rational expressions.
Multiply and divide rational expressions.
Add and subtract rational expressions with like denominators. Add and subtract rational expressions with unlike denominators.
Solve rational equations. (Omit graphing rational functions.)
Evaluate and graph square root functions.
Add, subtract, multiply and divide radical expressions.
Solve radical equations.
Pythagorean theorem. (Not tested)

Mathematics (Differentiated Algebra) Objectives

Objective	Students will be able to:
Semester One	Order of operations Translate verbal phrases, equations, inequalities Introduction to functions (input, output, tables)
	Addition and Subtraction of real numbers
	Multiplication of real numbers
	Add, Subtract, Scalar multiplication of matrices
	Distributive property Simplify expressions by combining like terms
	Division of real numbers
	Solving linear equations using addition and subtraction Solving linear equations using multiplication and division
	Solve multi-step equations
	Solving equations with variables on both sides
	Linear equations and problem solving
	Solving decimal equations
	Solve a formula for one of its variables Rewrite an equation in function form
	Data Analysis Unit <ul style="list-style-type: none"> • Probability of Events • Unit Analysis (Rates & Ratios) • Mean, Median, Mode, Range Determining correlation of x and y
	Graphing linear equations Horizontal and vertical lines
	Find the intercepts of a line; use intercepts to graph
	The slope of a line Interpret slope as rate of change
	Direct Variation
	Graph a linear equation using the slope-intercept form Identify graphs of parallel lines, interpret equations
	Functions and relations (definition, notation, graphing) Slopes of linear functions, applications of functions
	Writing linear equations in slope-intercept form

	Writing linear equations given the slope and a point
	Writing linear equations given two points
	Identify and write equations of perpendicular, parallel lines
	Point-Slope form of a linear equation
	Standard form of a linear equation
	Line of fit
	Predicting with linear models
	Solving one-step linear inequalities
	Solving multi-step linear inequalities
	Solving compound inequalities
	Solving absolute-value equations and inequalities
	Solve and graph absolute-value inequalities
	Graph linear inequalities using horizontal & vertical lines
	Graphing linear inequalities in two variables
	Solving linear systems by graphing
	Solving linear systems by substitution
	Solving linear systems by linear combinations
Semester Two	Choosing a method to solve linear systems
	Identifying the number of solutions to a linear system
	Solving Systems of Linear inequalities
	Multiplication properties of exponents
	Zero and negative exponents
	Graphing exponential functions
	Division properties of exponents
	Scientific notation (Multiply & Divide)
	Exponential growth & decay functions
	Graph exponential growth & decay functions
	Solving quadratic equations by finding square roots
	Simplifying radicals
	Graphing quadratic functions
	Solving quadratic equations by graphing
	Solving quadratic equations by quadratic formula
	Use the discriminant to find the number of solutions of a quadratic equation
	Graphing quadratic inequalities

Choose a model that best fits a collection of data
Add and subtract polynomials
Multiplying polynomials
Special products of polynomials
Solving polynomial equations in factored form
Factoring $x^2 + bx + c$
Factoring $ax^2 + bx + c$
Factoring using the distributive property (by grouping)
Factoring special products
Use equations to solve percent problems
Solve proportions
Direct and Inverse variation
Simplifying rational expressions
Multiply and divide rational expressions
Add and subtract rational expressions with like denominators
Add and subtract rational expressions with unlike denominators
Dividing polynomials
Solve rational equations (Omit graphing rational functions)
Evaluate and graph square root functions
Add, subtract, multiply, and divide radical expressions
Solving radical equations
Completing the square
Pythagorean theorem
Distance and midpoint formulas
Trigonometric ratios

Physical Education

Objective	Students will be able to:
Skills	Demonstrate competence in at least one activity from EACH of the following categories: <ul style="list-style-type: none"> • Dance • Fitness activities • Individual/dual sports/activities

	<ul style="list-style-type: none"> • Outdoor pursuits • Team sports/activities
Knowledge	<ul style="list-style-type: none"> • Use basic offensive and defensive strategies while playing a modified version of the sport/activity • Know and follow rules while playing sports/games
Active Lifestyle	Accumulate 60 minutes or more (in intervals of at least 15 minutes) of moderate to vigorous physical activity each day in a combination of school and non-school settings as recommended nationally
Fitness	Be able to self-assess their level of fitness using the five components of health-related fitness and identify the appropriate activities to improve each area
Responsible	<p>Demonstrate responsible, respectful behavior appropriate for the physical activity setting:</p> <ul style="list-style-type: none"> • Games • Group activities • Interpersonal communication • Locker room behavior
Awareness	Develop an awareness of community opportunities for physical activities

Reading Skills

(May be completed in seventh or eighth grade)

Objective	Students will be able to:
Concepts About Print	<ul style="list-style-type: none"> • Identify front cover, back cover and title page of a book • Identify print (not pictures) as the feature being read • Follow words from left-to-right and top-to-bottom on a printed page • Match spoken word to printed word by pointing to each word • Identify the first part and the last part of a printed text • Describe the purpose of a period, question mark, exclamation mark and quotation marks • Identify a letter in print • Identify a word in print • Identify what an author does and what an illustrator does
Visual and Auditory Discrimination	<ul style="list-style-type: none"> • Identify uppercase letters in the alphabet • Identify lowercase letters in the alphabet • Hear, identify and match same beginning sounds • Listen, tap out and count stressed syllables in a sequence • Recognize and generate rhyming words through talk, songs, oral games, etc.
Word Identification	<ul style="list-style-type: none"> • Identify consonant sounds • Identify the five vowels and know that they make a variety of sounds • Identify the beginning, middle or ending sounds in a word with a letter • Demonstrate the phoneme blending process (c-a-t = cat)

	<ul style="list-style-type: none"> • Read and pronounce words which contain a short vowel sound • Read and pronounce words which contain a long vowel sound • Read and pronounce words which contain r-controlled vowels: ar, er, ir, or, ur • Read and pronounce words which contain vowel clusters • Form new words from word families: add, substitute and delete beginning consonant sounds to common phonograms to form new words: such as <i>-ay, -ill, -ip, -at, -am, -ag, -ack, -ank, -ick</i> • Identify syllables and compound words
Word Recognition	<ul style="list-style-type: none"> • Read high frequency words from list provided • Recognize survival words from list provided • Recognize common contractions of the verbs <i>will, am, is</i> and a verb + <i>not</i> (such as <i>we'll, I'm, we're, can't, it's</i>)
Vocabulary Building	<ul style="list-style-type: none"> • Recognize that words can have multiple meanings • Produce synonyms and antonyms of common words • Identify words which cue sequence: <i>first, next, then, last, before, after</i> • Identify words which cue cause and effect: <i>so, because</i>
Comprehension [In Skills, the student demonstrates comprehension skills and strategies when reading texts at the K-2 instructional reading level.]	<p>Recall, remember or identify information directly stated on the page (literal comprehension)</p> <ul style="list-style-type: none"> • Retell a story in their own words • Identify stated story elements: main characters, setting, sequence of events, conflict • Identify the topic sentence, main idea and relevant details of a selection <u>if</u> explicitly stated • Recall stated cause and effect elements in informational text <p>Read between the lines to analyze the meaning beyond its literal statements (inferential comprehension)</p> <ul style="list-style-type: none"> • Infer character's motive or emotion • Infer cause and effect • Draw conclusions that can be supported with clues from the selection <p>Judge the merit or validity of what is read, based on criteria from previous experience or instruction (critical comprehension)</p> <ul style="list-style-type: none"> • Connect what is read to real-life experiences • Evaluate favorite elements of stories, compares stories • Distinguish between fact and opinion and can support it with text or personal experiences
Self-monitoring Strategies	<p>Before Reading</p> <ul style="list-style-type: none"> • Make predictions based on the title, cover, illustrations and text format • Recall prior knowledge • Set purposes for reading • Preview (skims) text for unknown words <p>During Reading</p> <ul style="list-style-type: none"> • Monitor reading using semantics or meaning of the text to aid word identification and comprehension

	<ul style="list-style-type: none"> • Monitor reading using syntax or sentence structure to aid word identification and comprehension • Monitor reading using visual cues such as illustrations to aid word identification and comprehension • Identify words and phrases that are causing comprehension difficulty and use word identification strategies or classroom dictionaries to understand word meaning • Create mental pictures of objects or events <p>After Reading</p> <ul style="list-style-type: none"> • Summarize text using techniques such as webbing • Compare ideas presented in the text with own experience • Evaluate ideas and predictions
Fluency	<ul style="list-style-type: none"> • Read at an appropriate rate with proper phrasing, observing punctuation • Read with expression
Habits and Skills of Life-long Reading	<ul style="list-style-type: none"> • Complete an individual reading interest inventory • Choose and read books appropriate for own interest, purposes and reading level • Read and reread favorite books • Read for enjoyment • Maintain concentration while reading extended text • Read and follow two-step and three-step written directions • Alphabetize to the second letter and apply that skill in dictionary/glossary use • Identify the function of basic reference materials, both print and digital • Uses reference materials to locate information: dictionary, telephone book
Oral Language Development	<p>The Lincoln Public Schools Middle School reading course objectives identify those student competencies necessary for improving reading skills and strategies. However, the interaction between a student's reading competence and their oral and written language is important. A strong oral language base is one of the strongest predictors of reading competence. The reading classroom must be an interactive classroom. Students should receive instruction which connects their reading practice with their speaking, listening and writing.</p>

Science Objectives

Objective	Students will be able to:
Astronomy	<p>Recognize relationships between Earth, Moon and Sun</p> <ul style="list-style-type: none"> • Explain cycles of day and night and the cause and cycle of seasons on Earth • Observe and explain phases of the moon • Explain what causes tides • Compare causes of solar and lunar eclipses • Explain how rockets travel in space • Describe the use of satellites and space stations • Describe features of the moon's surface, explain what scientists learned about the moon from space exploration

	<ul style="list-style-type: none"> • Describe the origin and structure of the moon <p>Investigate the solar system</p> <ul style="list-style-type: none"> • Explain how the heliocentric and geocentric models differ • Investigate contributions of scientists to our knowledge of Astronomy today • Identify two factors that keep planets in orbit • Explain how the sun gets its energy • Describe features of the sun's surface • Describe the main characteristics of the inner planets and the gas giants • Explain how Pluto differs from the planets • Identify and describe characteristics of asteroids, comets and meteors • Describe what living things need to exist on Earth • Explain why scientists are looking for signs of life in space
Light and Sound	<p>Investigate and understand characteristics of waves.</p> <ul style="list-style-type: none"> • Define waves and identify what causes them. • Identify and compare the three main types of waves. • List and describe the basic properties of waves. • Describe how a wave's speed is related to its wavelength. • Identify and compare reflection, refraction and diffraction. • Describe the two types of interference waves. • Identify and describe standing waves and resonance. <p>Investigate and understand sound.</p> <ul style="list-style-type: none"> • Define sound and explain how it travels. • Identify factors that affect the speed of sound, describe what happens when an object moves faster than the speed of sound. • Explain how intensity and loudness are related. • Explain the relationship between frequency and pitch. <p>Investigate and understand the electromagnetic spectrum.</p> <ul style="list-style-type: none"> • Describe an electromagnetic wave and its properties. • Describe properties of light in relation to particles and to electromagnetic waves. • List and compare different types of electromagnetic waves. • Describe how the electromagnetic spectrum is arranged. • Name uses for waves of the electromagnetic spectrum. <p>Investigate and explain light.</p> <ul style="list-style-type: none"> • Describe what happens when light strikes opaque, transparent and translucent objects. • Identify and compare reflection and refraction. • Describe how lenses form images. <ul style="list-style-type: none"> • Identify the factors that determine color and explain how colors are combined in light and pigments. • Explain how light waves are sensed and interpreted as images in humans. • Explain how telescopes, cameras, lasers and microscopes use light.
Forces, Motion and Energy	Investigate and measure motion.

	<ul style="list-style-type: none"> • Describe and measure motion. • Calculate speed, velocity, and acceleration using metric measurement. <p>Recognize and compare forces.</p> <ul style="list-style-type: none"> • Explain how balanced and unbalanced forces are related to motion. • Investigate Newton’s 1st and 3rd Laws of Motion through experimentation. • Explain how force and mass are related to acceleration. • Identify the factors that determine the friction force between two surfaces. • Review the difference between mass and weight. <p>Investigate work and machines.</p> <ul style="list-style-type: none"> • Explain how machines make work easier. • Describe the six types of simple machine and demonstrate how energy is transferred in each. • Identify the difference between actual and ideal mechanical advantage. <p>Investigate energy and power.</p> <ul style="list-style-type: none"> • Relate work and energy. • Describe potential and kinetic energy. • Describe and relate the six different forms of energy. • Explain the Law of Conservation of Energy.
Cells and Heredity	<p>Investigate and understand cells and their functions.</p> <ul style="list-style-type: none"> • State the three points of the cell theory. • Identify the cell wall, cell membrane and nucleus and describe their functions. • Describe the role of specialized cells in many-celled organisms. • Describe the three methods by which materials move in and out of cells. • Demonstrate proper use and care of the microscope. <p>Identify and describe cell processes and energy.</p> <ul style="list-style-type: none"> • Describe the process of photosynthesis and explain how the sun supplies energy to all living things. • Describe the relationship between photosynthesis and respiration. • State the relationship between cancer and the cell cycle. <p>Recognize and understand the process of cell division and modern genetics.</p> <ul style="list-style-type: none"> • Identify the factors that control the inheritance of traits and how Mendel applied them. • State the role of chromosomes in inheritance. • Describe how the process of meiosis forms sperm and egg cells. • Investigate and examine the issue of genetic testing.
History and Nature of Science	<p>Investigate and understand that women and men of various social and ethnic backgrounds, working alone or in teams, engage in the activities of science and related fields.</p> <p>Investigate and understand that science requires different abilities and relies upon basic human qualities and scientific habits of mind.</p>

Social Studies

Objective	Students will be able to:
Life in Lands that Became the United States Prior to the 17th Century	<ul style="list-style-type: none"> • Identify the culture patterns of indigenous American societies. • Describe the exploration and early settlement of North America by European powers. • Identify the origins of slavery and indentured servitude in North America.
The Building of a New Nation	<ul style="list-style-type: none"> • Summarize the French and Indian War. • Describe the critical events leading to the revolutionary period. • Describe key elements of the American Revolutionary War. • Describe the creation and ratification of the U.S. Constitution.
Growth and Change in the United States from 1801 to 1861	<ul style="list-style-type: none"> • Explain the geographic, economic, social, and political factors that shaped the U.S. in the 1800s. • Describe territorial expansion, exploration, and settlement during the 1800s. • Identify the effects of U.S. expansion on affected cultural groups.
The Civil War and Reconstruction	<ul style="list-style-type: none"> • Analyze the geographic, economic, social, and political differences between the North and the South. • Identify key events leading to secession and war. • Describe how the war was fought, critical developments in the war, and key figures of the time period. • Evaluate Reconstruction and its impact.
The United States from 1877 to 1914	<ul style="list-style-type: none"> • Identify the effects of post-Civil War expansion on affected cultural groups. • Analyze how immigration changed the United States. • Identify post-Civil War reform movements in the United States. • Evaluate how industrialization and technology changed U.S. society. • Describe U.S. involvement in world affairs to 1914. • Analyze the cultural impact of contact among previously unconnected peoples.
Civic and Patriotic Behavior of U.S. Citizens	<ul style="list-style-type: none"> • Demonstrate knowledge of civic and patriotic behavior.

World Language Objectives

Objective	Students will be able to:
Communicate in Languages other than English	<p>Express basic needs.</p> <p>Express basic courtesies.</p> <p>Express state of being by creating simple descriptions within a context.</p> <p>Express likes and dislikes.</p> <p>Express agreement and disagreement.</p> <p>Respond to one-on-one interactions by exchanging information with peers and others.</p> <p>Ask and answer simple questions.</p> <p>Make and respond to simple requests.</p> <p>Respond appropriately to a series of directions, instructions, and commands.</p> <p>Make an identification based on simple oral and/or written descriptors.</p> <p>Read and respond to developmentally appropriate material by deriving meaning from selected authentic materials.</p> <p>Respond to speech of peers and familiar adults on a given topic.</p> <p>Use aural, visual, and context clues to derive meaning.</p> <p>Comprehend and respond to simple personal written communications such as notes, invitations, and letters.</p> <p>Identify main ideas and key words in oral and written material.</p> <p>Give a description orally, and in writing, using simple phrases.</p> <p>Write a personal communication such as a note, letter, or invitation.</p> <p>Present prepared material to an audience.</p>
Gain Knowledge and Understanding of Other Cultures	<p>Identify and react to cultural perspectives and practices in the culture studied by describing and analyzing cultural characteristics and behaviors of everyday life.</p> <p>Recognize and interpret language and behaviors that are appropriate to the target culture.</p> <p>Identify some commonly held generalizations about the culture studied.</p> <p>Identify common words and phrases and idioms that reflect the culture.</p> <p>Identify the expressive forms of the target culture.</p> <p>Explain objects, images, and symbols of the target culture.</p> <p>Recognize the contributions of the target culture.</p>
Connect with Other Disciplines and Acquire Information	<p>Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.</p> <p>Extract information from sources intended for native speakers of the language.</p> <p>Use authentic sources to identify the perspectives of the target cultures.</p>
Develop Insight into the Nature of Language and Culture	<p>Identify the sound patterns of the target language and compare them to the student's own language by applying, within limited contexts, the sound patterns of the target language.</p> <p>Identify the structural patterns of the target language and compare them to the student's own language by applying, within limited contexts, the structural patterns of the target language.</p> <p>Identify connections among languages.</p>

	<p>Identify the similarities and differences between the target culture(s) and the students own culture using evidence from authentic sources by analyzing the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.</p> <p>Identify similar and different behavioral patterns between the target culture(s) and the student's own culture.</p> <p>Identify the impact of the contributions of the target culture(s) on the student's own culture.</p>
<p>Participate in Multilingual Communities at Home and Around the World</p>	<p>Identify the target language in the student's daily life and share knowledge of target language with others by responding to the target language encountered in the student's daily life.</p> <p>Establish connections with the target culture through the use of technology, media, and authentic sources.</p>