

Oral Language	Reading	Writing	Grammar & Punctuation	Spelling & Vocab	Editing Marks
<p>Students demonstrate markedly increased receptive language skills and the ability to analyze famous political speeches for rhetorical style and content.</p> <p>Strong expressive language skills are evident as students present researched speeches on political topics, use idioms, parallels, alliteration, rhetorical questions, and allusions in prepared speech; and debate using persuasive speech and the ability to rebut alternative arguments using logic. The culmination is the preparation and presentation of a self-revealing speech to the graduation audience.</p>	<p><b>Reading Skills</b> Students read adult and young adult literature, as well as a variety of sophisticated materials such as newspapers, poetry journals, manuals, and magazines with ease.</p> <p>Students read challenging material for information and to solve problems, referring to text and research resources as needed. Graphs, charts, tables, and maps are independently used and analyzed with ease.</p> <p>Students persevere through complex reading tasks.</p> <p>Challenging independent reading material from a myriad of genres is selected for pleasure, and students pursue a widening community of readers.</p> <p><b>Comprehension and Analysis</b> Students contribute unique insights and support opinions within literature discussions. Depth is added to literature response through insightful connections to other readings and experiences. Students independently incorporate the use of previously studied literary devices, as well as irony and satire within discussion.</p>	<p><b>Strategies and Applications</b> Students write with confidence and competence on a range of topics within challenging writing projects. Students write in a variety of genres and forms for different audiences and purposes, create plots with a climax, and create detailed and believable settings and characters. Writing is well organized, fluent, and detailed. Essays are cohesive, organized, and provide sound supportive reasons and examples. Multiple sources are used. Charts, graphs, and tables are incorporated to convey information when appropriate.</p> <p>Descriptive language, detail, similes and imagery enhance ideas. Personal voice and dialogue enhance character development. Prewriting strategies are applied to organize and strengthen writing. Students revise for specific writing traits. Edits include complex punctuation and incorporate suggestions from others. Students set improvement goals and apply strategies in all genres.</p> <p><b>Written Conventions</b> See Grammar and Punctuation.</p>	<p>Students demonstrate high school level writing skill in applied assignments through correct use of grammar and punctuation, and through habitual use of editing.</p> <p>Students identify, respond to, and use corresponding editing marks.</p>	<p>Completes Gold level in the SRA Program with 85% accuracy.</p> <p>Achieves 80% on 120 word list drawn from curriculum</p> <p>Achieve a 4 or greater on “Word Choice” and a 4 or greater on spelling portion of “Conventions” in 6 Traits Writing Rubric</p>	<p>Students edit for refined language and nuance.</p> <p>Students understand and respond to all corresponding and previously presented editing marks used on the Gateway Editing Chart. (See Addendum.)</p>

Handwriting & Word Processing	Spanish	Math	Technology	Behavioral Expectations	Social Studies
<p>Students consistently type accurately at 40w.p.m.</p> <p>Students consistently uses proper formatting guidelines for projects and reports.</p> <p>Students consistently use a legible personal handwriting style.</p>	<p><b>Oral Participation</b> Answers when called upon with little hesitation and error. Restates and executes multiple-step oral directions, prepares and delivers short oral presentations based on research and independent study.</p> <p><b>Comprehension/Response</b> Understands and demonstrates 80% of main ideas and details of many kinds of presentations 90% of the time.</p> <p><b>Content/Vocabulary</b> Correctly uses 90% of review materials. Demonstrates new vocabulary, verbs and grammar 75% of the time with teacher guidance.</p> <p><b>Reading Comprehension/ Pronunciation</b> Spells in target language with 85% accuracy. Reads, understands and responds to text by using detailed sentences 90% of the time. Identifies main ideas, facts of news, letters, stories of a general nature or that are specific to vocabulary or grammatical content. Distinguishes between English-Spanish cognates and false cognates in literature and texts in content areas with greater frequency. Applies knowledge of common language in oral and silent reading to derive meaning from text 75% of the time.</p> <p><b>Writing:</b> Writes original narratives, dialogs, descriptions, summaries and essays at the beginning Second Year High School Level with a minimum of 75% accuracy. This is achieved by at least 80% of the class.</p> <p><b>Homework</b> Completes 4-6 weekly assignments demonstrating 80% accuracy and also manages time to complete long term assignments and projects particular to specified areas of study 90% of the time.</p> <p><b>Exams</b> Achieves a minimum of 85% on exams.</p>	<p><b>Algebra</b> Students solve linear inequalities and linear systems, and write linear equations given two points, a point, or a slope. Students understand how graphed equations change with a constant added or multiplied. Students understand and use the quadratic formula. Students multiply binomials. Students understand exponential growth patterns in a table, graph, or equation. Students use technology to graph functions and identify solutions to equations, maximum and minimum points, intercepts, and lines of symmetry.</p> <p><b>Geometry</b> Students describe reflectional and rotational symmetry, and write algebraic rules for similarity transformation, translations, simple reflection, and simple rotations.</p> <p><b>Numbers and Operation</b> Students work expressions involving square roots, and make distinctions between rational and irrational numbers.</p> <p><b>Data and Probability</b> Students compute combinations or permutations, and solve probability problems involving combinatorics to count outcomes. Students fit line to set linear data and use graph or equation of the line to make predictions.</p>	<p><b>General Computer Skills</b> Uses proper keyboarding skills. Understands how to turn on/off a computer, access software, and enter/respond to prompts/cues. Identifies and defines computer hardware and software. Uses technology tools across the curriculum. Understands how to print a document on different printers. Uses CD-ROM's as a reference source for projects.</p> <p><b>Word-Processing</b> Demonstrates proficiency in using a word processor. Uses the word processor edit functions (cut, copy, paste, select all, spell check, and thesaurus). Understands Print Preview.</p> <p><b>Internet</b> Understands and follows Gateway School's policy on the use of the Internet. Can access, use, and properly site Internet resources. Understands how to send, and receive e-mail with attachments. Demonstrates familiarity with search engines and how they work. Downloads pictures from the Internet to be used in a paper or a coversheet.</p> <p><b>Spreadsheets</b> Uses spreadsheet software to create a variety of graphs from data.</p> <p><b>Presentation Software</b> Generates multimedia presentations using PowerPoint, Macromedia Flash and/or video.</p>	<p>Takes responsibility for the emotional impact of interpersonal comments and chooses respectful and positive phrasing. Works to model positive behavior for other students. Works positively to correct perceived problems within the system. Supports adult decisions. Actively support school rules.</p>	<p><b>Social and Interpersonal Skills</b> Kidpower; Accepts responsibility, and feels confident, to take charge of personal safety.</p> <p><b>Community Awareness and Understanding</b> Identifies a volunteer opportunity in the wider community and satisfactorily complete minimum hours needed.  Participates in a leadership role in at least one school-wide project.</p> <p><b>Geographical, Cultural and Historical Understanding</b> Identifies in correct chronology at least five significant events, or issues, affecting the U.S. between 1776 and 1877.  Provides two examples of different perspectives on significant historical events.  Provides two examples of different perspectives on significant current events.  Identifies the differences between primary and secondary sources.  Identifies at least two historical events that shape politics or political policy today.  Understands how the US Constitution shapes laws.  Explains importance of voting and voting rights. Displays understanding of US governmental structure.</p>

PE	Science skills & content
<p><b>Manipulative Skills</b>            Demonstrates mature techniques for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.            Combines manipulative, locomotor, and nonlocomotor skills into movement patterns.            Demonstrates body management and object manipulation skills needed for successful participation in individual and dual physical activities.            Demonstrates body management and locomotor skills needed for successful participation in track and field.            Demonstrates body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p> <p><b>Knowledge of Movement Concepts</b>            Applies feedback from the teacher or others to improve skill performance.            Compares and contrasts the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.            Demonstrates basic offensive and defensive strategies for individual and dual physical activities.            Assesses muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the physical fitness test.            Evaluates individual physical fitness measures in relationship to patterns of physical activity.            Identifies physical activities that are effective in improving each of the health related fitness components.            Explains the effects of physical activity on heart rate and recovery rates.            Describes the role of physical activity and nutrition on achieving physical fitness.            Identifies and applies principles of resistance in safe, age-appropriate activities.</p> <p><b>Psychological and Sociological Concepts</b>            Identifies appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.            Accepts responsibility for individual improvement.            Demonstrates acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.            Evaluates the effect of encouraging words and phrases to others while participating in a group physical activity.            Identifies the responsibilities of a leader in physical activity.</p>	<p>Science Exit Goals are to be met over the course of the 2-year science program that spans the 7<sup>th</sup> and 8<sup>th</sup> grade years.</p> <p><b>Life Sciences</b></p> <p><b>Cell Biology</b></p> <ol style="list-style-type: none"> <li>1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:             <ol style="list-style-type: none"> <li>a. <i>Students know</i> cells function similarly in all living organisms.</li> <li>b. <i>Students know</i> the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.</li> <li>c. <i>Students know</i> the nucleus is the repository for genetic information in plant and animal cells.</li> <li>d. <i>Students know</i> that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.</li> <li>e. <i>Students know</i> cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.</li> <li>f. <i>Students know</i> that as multi-cellular organisms develop, their cells differentiate.</li> </ol> </li> </ol> <p><b>Genetics</b></p> <ol style="list-style-type: none"> <li>2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:             <ol style="list-style-type: none"> <li>a. <i>Students know</i> sexual reproduction produces offspring that inherit half their genes from each parent.</li> <li>b. <i>Students know</i> an inherited trait can be determined by one or more genes.</li> <li>c. <i>Students know</i> plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.</li> <li>d. <i>Students know</i> DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.</li> </ol> </li> </ol> <p><b>Evolution</b></p> <ol style="list-style-type: none"> <li>3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:             <ol style="list-style-type: none"> <li>a. <i>Students know</i> both genetic variation and environmental factors are causes of evolution and diversity of organisms.</li> </ol> </li> </ol>

- b. *Students know* the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
- c. *Students know* how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
- d. *Students know* how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
- e. *Students know* that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

**Physical Principles in Living Systems (Physical Sciences)**

- 4. Physical principles underlie biological structures and functions. As a basis for understanding this concept
  - a. *Students know* visible light is a small band within a very broad electromagnetic spectrum. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
  - b. *Students know* light travels in straight lines if the medium it travels through does not change.
  - c. *Students know* how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
  - d. *Students know* light can be reflected, refracted, transmitted, and absorbed by matter.
  - e. *Students know* the angle of reflection of a light beam is equal to the angle of incidence.
  - f. *Students know* how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).

**Investigation and Experimentation**

- 5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
  - b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
  - c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.

- d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
- e. Communicate the steps and results from an investigation in written reports and oral presentations.

### Physical Sciences

#### Motion

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
  - a. *Students know* position is defined in relation to some choice of a standard reference point and a set of reference directions.
  - b. *Students know* that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
  - c. *Students know* how to solve problems involving distance, time, and average speed.
  - d. *Students know* the velocity of an object must be described by specifying both the direction and the speed of the object.
  - e. *Students know* changes in velocity may be due to changes in speed, direction, or both.
  - f. *Students know* how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

#### Forces

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
  - a. *Students know* a force has both direction and magnitude.
  - b. *Students know* when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
  - c. *Students know* when the forces on an object are balanced, the motion of the object does not change.
  - d. *Students know* how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
  - e. *Students know* that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
  - f. *Students know* the greater the mass of an object, the more force is needed to achieve the same rate of change in motion. *Students know* the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

#### Structure of Matter

3. Each of the more than 100 elements of matter has distinct properties and a

distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:

- a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.
- b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
- c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
- d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.
- e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
- f. *Students know* how to use the periodic table to identify elements in simple compounds.

#### Earth in the Solar System (Earth Sciences)

4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:
  - a. *Students know* galaxies are clusters of billions of stars and may have different shapes.
  - b. *Students know* that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
  - c. *Students know* how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
  - d. *Students know* that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
  - e. *Students know* the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

#### Reactions

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:
  - a. *Students know* reactant atoms and molecules interact to form products with different chemical properties.
  - b. *Students know* the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.

- c. *Students know* chemical reactions usually liberate heat or absorb heat.
- d. *Students know* physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
- e. *Students know* how to determine whether a solution is acidic, basic, or neutral.

#### Chemistry of Living Systems (Life Sciences)

1. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:
  - a. *Students know* that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.
  - b. *Students know* that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
  - c. *Students know* that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

#### Periodic Table

2. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:
  - a. *Students know* how to identify regions corresponding to metals, nonmetals, and inert gases.
  - b. *Students know* each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
  - c. *Students know* substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

#### Density and Buoyancy

3. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:
  - a. *Students know* density is mass per unit volume.
  - b. *Students know* how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
  - c. *Students know* how to predict whether an object will float or sink.

#### Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Plan and conduct a scientific investigation to test a hypothesis.
  - b. Evaluate the accuracy and reproducibility of data.
  - c. Distinguish between variable and controlled parameters in a test.
  - d. Recognize the slope of the linear graph as the constant in the relationship  $y=kx$  and apply this principle in interpreting graphs constructed from data.
  - e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
  - f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure  $\times$  area, volume = area  $\times$  height).
  - g. Distinguish between linear and nonlinear relationships on a graph of data.