

Oral Language	Reading	Writing	Grammar & Punctuation	Spelling & Vocabulary
<p>Students develop more sophisticated expressive language skills through purposeful activities: students publicly presents a folk-style story using intonation, gestures, voices, pacing; debate using persuasive speech with the ability to rebut alternative arguments using logic; effectively organize and presents a lesson, research presentation, and speech; and recite a poem of at least 5 verses with appropriate pacing and emotion from memory.</p>	<p>Reading Skills Students read young adult and complex children’s novels, and other forms of literature, using text resources such as the dictionary and thesaurus independently. Individually set reading challenges and goals are met by students.</p> <p>Students demonstrate the ability to independently integrate various nonfiction information sources to develop deeper understanding of a topic. Students use research resources independently, and gather and analyze information from graphs, charts, tables, and maps.</p> <p>Students independently select reading material from a wide variety of genres, and seek recommendations and opinions about literature from others.</p> <p>Comprehension and Analysis Literature discussions are characterized by a higher degree of critical evaluation, interpretation, and analysis of reading content. Meaningful response to literary elements and author’s craft is evident.</p>	<p>Strategies and Applications Increased focus on writing enrichment is demonstrated as students write persuasively about ideas and opinions with guidance, and effectively develop main characters and detailed settings. Expanded organizational strategies are used in nonfiction writings of reports and biographies that are developed within cohesive paragraphs. Sound reasons and examples support ideas, and information is integrated from a variety of sources.</p> <p>Increase in text quality is shown through transitional sentences that connect paragraphs, varied sentence structure, leads and endings; and use of sophisticated descriptive language, details, and similes. Students’ use of voice evokes emotional response from readers.</p> <p>Students revise independently for ideas, organization, word choice, flow, voice and conventions; and edit for semicolons, colons, and quotation marks.</p>	<p>Students demonstrate a higher level of writing sophistication through the proper use of semi colons, colons, and parentheses.</p> <p>Students self-edit effectively for grammar and punctuation.</p> <p>Students identify, respond to, and use corresponding editing marks.</p>	<p>Completes Gold Level in the SRA Program with 85% accuracy. Achieves 80% accuracy on 120 word list drawn from curriculum Achieves a 4 or greater on “Word Choice” and 4 or greater on spelling portion of “Conventions” in 6 Traits Writing Rubric, with use of reference material Spells homonyms from the 7th grade list with 80% accuracy (see list 8b).</p>

Editing Marks	Handwriting & Word Processing	Spanish	Math
<p>Students edit for the proper use of italics.</p> <p>Students understand and respond to all corresponding and previously-presented editing marks used on the Gateway Editing Chart. (See Addendum.)</p>	<p>Students will type, with correct fingering, at 40w.p.m.</p> <p>Students show a developed, refined personal handwriting style.</p>	<p>Oral Participation Answers when called upon with minimal hesitation and error, which does not hinder communication. Begins to ask and answer questions by using phrases or simple sentences with reminders. Begins to orally communicate basic needs. Prepares and delivers short, oral, guided presentations.</p> <p>Comprehension/Response Understands routine speech and conversations within the everyday classroom and curriculum and responds in a written, oral and self chosen manner.</p> <p>Content/Vocabulary Demonstrates knowledge of 80% of the grade level content. Correctly uses verbs 70% of the time with teacher guidance. Demonstrates knowledge of 90% of past vocabulary and verb conjugations and 75% of new irregular verbs, vocabulary and grammar.</p> <p>Reading Comprehension/ Pronunciation Reads both silently and orally at grade level selections within content areas with 90% accuracy. Applies spelling using Spanish alphabet orally with 80% accuracy. Pronounces with clarity and understands speakers of Spanish of most countries where Spanish is spoken.</p> <p>Writing Writes short messages, simple letters and paragraphs with reminders, take notes in target language and produces simple, written summaries of teacher presented material.</p> <p>Homework Completes 4-5 weekly assignments demonstrating 80% comprehension. Turns in work on time in a neat, legible manner 90% of the time.</p> <p>Exams Achieves 75% on assessments 90% of the time.</p>	<p>Algebra Writes algebraic expressions to represent situations and patterns. Applies the distributive property to expand expressions and to factor out a common monomial factor (includes combining like terms). Solves single-variable linear equations in which the variable appears on both sides (by doing the same thing to both sides).</p> <p>Geometry Understands volume and surface and has important formulas committed to memory. Understands and applies ideas about similarity and scale factor. Understands and applies the relationship between scale factor, area, and volume. Plots points in all four quadrants. Applies the distance formulas.</p> <p>Numbers and Operations Is proficient with operations with signed numbers. Is proficient in working with positive and negative integer exponents. Is proficient with percent operations, including calculating percent increase and percent decrease. Understands ratios, rates, and proportions and solves problems that require comparing ratios or solving proportions.</p> <p>Data and Probability Calculates probabilities in situations involving multipart outcomes (tossing four coins, spinning two spinners, and so on). Conducts simple simulations to find probabilities. Interprets box plots. Understands the purpose of sampling and the importance of selecting a random sample.</p>

Science Skills & Content	Social Studies	PE	Behavioral Expectations
(please see next page)	<p>Social and Interpersonal Skills Kidpower; knows personal rights.</p> <p>Community Awareness and Understanding Identifies areas in school where volunteers are needed.</p> <p>Demonstrates reliability in performing volunteer tasks.</p> <p>Geographical, Cultural and Historical Understanding Explains the development of Greek democracy and its limitations.</p> <p>Describes both political and cultural aspects of Roman civilization.</p> <p>Describes the basic tenets of Islam and its rise as a world religion.</p> <p>Describes in detail one Asian culture from an historical perspective.</p> <p>Identifies at least two current issues that link to areas of historical study.</p>	<p>Manipulative Skills Demonstrates mature techniques for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>Combines manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p>Demonstrates body management and object manipulation skills needed for successful participation in individual and dual physical activities.</p> <p>Demonstrates body management and locomotor skills needed for successful participation in track and field.</p> <p>Demonstrates body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p> <p>Knowledge of Movement Concepts</p> <p>Applies feedback from the teacher or others to improve skill performance.</p> <p>Compares and contrasts the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.</p> <p>Demonstrates basic offensive and defensive strategies for individual and dual physical activities.</p> <p>Assesses muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the physical fitness test.</p> <p>Evaluates individual physical fitness measures in relationship to patterns of physical activity.</p> <p>Identifies physical activities that are effective in improving each of the health related fitness components.</p> <p>Explains the effects of physical activity on heart rate and recovery rates.</p> <p>Describes the role of physical activity and nutrition on achieving physical fitness.</p> <p>Identifies and applies principles of resistance in safe, age-appropriate activities.</p> <p>Psychological and Sociological Concepts</p> <p>Identifies appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.</p> <p>Accepts responsibility for individual improvement.</p> <p>Demonstrates acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.</p> <p>Evaluates the effect of encouraging words and phrases to others while participating in a group physical activity.</p> <p>Identifies the responsibilities of a leader in physical activity.</p>	<p>Respects other students' locker space.</p> <p>Can be trusted to be in the right place at the right time and prepared.</p> <p>Starts to take leadership positions in student activities.</p> <p>Provides a good example to younger students.</p> <p>Establishes priorities to complete multiple tasks.</p>

Science Skills & Content

Science Exit Goals are to be met over the course of the 2-year science program that spans the 7th and 8th grade years.

Life Sciences**Cell Biology**

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:
 - a. *Students know* cells function similarly in all living organisms.
 - b. *Students know* the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
 - c. *Students know* the nucleus is the repository for genetic information in plant and animal cells.
 - d. *Students know* that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
 - e. *Students know* cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
 - f. *Students know* that as multi-cellular organisms develop, their cells differentiate.

Genetics

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:
 - a. *Students know* sexual reproduction produces offspring that inherit half their genes from each parent.
 - b. *Students know* an inherited trait can be determined by one or more genes.
 - c. *Students know* 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.
 - d. *Students know* DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
 - a. *Students know* both genetic variation and environmental factors are causes of evolution and diversity of organisms.
 - 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.
 - b. *Students know* that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
 - c. *Students know* light travels in straight lines if the medium it travels through does not change.
 - d. *Students know* how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
 - e. *Students know* that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
 - f. *Students know* light can be reflected, refracted, transmitted, and absorbed by matter.
 - g. *Students know* the angle of reflection of a light beam is equal to the angle of incidence.
 - h. *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.
 - g. *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)

6. 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

7. 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

8. 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

9. 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:
- Plan and conduct a scientific investigation to test a hypothesis.
 - Evaluate the accuracy and reproducibility of data.
 - Distinguish between variable and controlled parameters in a test.
 - 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.
 - Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
 - 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).
 - Distinguish between linear and nonlinear relationships on a graph of data.