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Illinois Learning Standards

7TH GRADE

CONDENSED LIST OF STANDARDS FOR ENGLISH LANGUAGE ARTS, FINE ARTS, MATHEMATICS, SCIENCE, PHYSICAL DEVELOPMENT/HEALTH, SOCIAL/EMOTIONAL LEARNING, AND SOCIAL SCIENCE

Compiled by ISBE Content Specialists

ENGLISH LANGUAGE ARTS – 7th GRADE

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes

CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration and Knowledge and Ideas

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

Key Ideas and Details

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8

Key Ideas and Details

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

WRITING STANDARDS

Text Types and Purposes

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.d Establish and maintain a formal style.

W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.7.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.e Establish and maintain a formal style.
W.7.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9.a Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
W.7.9.b Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Range of Writing

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-8

Text Types and Purposes

WHST.6-8.1 Write arguments focused on discipline-specific content.
WHST.6-8.1.a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
WHST.6-8.1.b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
WHST.6-8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WHST.6-8.1.d Establish and maintain a formal style.
WHST.6-8.1.e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- WHST.6-8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- WHST.6-8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- WHST.6-8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- WHST.6-8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2.e Establish and maintain a formal style and objective tone.
- WHST.6-8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

Conventions of Standard English

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b Spell correctly.

Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition And Use

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

FINE ARTS – 7th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.7 a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/ recall, current news, social events) and make selections to expand movement vocabulary and artistic expression.
b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

DA:Cr2.1.7 a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

DA:Cr3.1.7 a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and the feedback from others. Explain reasons for choices and how they clarify artistic intent.
b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

DA:Pr4.1.7 a. Expand movement vocabulary of varied pattern designs. Incorporate and modify body designs from different dance genres and styles to expand movement vocabulary to include differently designed shapes and movements for interest and contrast.

	b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually. c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics using adjectives and adverbs to describe them. Determine what dancers must do to perform them clearly.
Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
DA:Pr5.1.7	a. Apply body use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/ range of motion). b. Utilize healthy practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance. c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).
Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.	
DA:Pr6.1.7	a. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain a journal documenting these efforts. Post-performance: accept notes from the choreographer and apply corrections to future performances. b. Explore possibilities of producing dance in a variety of venues or for different audiences. Use production terminology to explain how the production elements would be handled in different situations to enhance artistic intent.
RESPONDING	
Analyze- Anchor Standard 7: Perceive and analyze artistic work.	
DA:Re7.1.7	a. Compare, contrast, and discuss patterns of movement and their relationships in dance. b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.
Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.	
DA:Re8.1.7	a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre-specific dance terminology.
Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.	
DA:Re9.1.7	a. Compare artistic intent, content, and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria, using genre-specific dance terminology.
CONNECTING	
Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
DA:Cn10.1.7	a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement preferences and perspectives. b. Identify and research a dance related question or problem. Communicate new perspectives or realizations through a dance study with an oral and written defense.
Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
DA:Cn11.1.7	a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.
MEDIA ARTS	
CREATING	
Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
MA:Cr1.1.7	a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes and generative methods (for example, divergent thinking, experimenting).
Develop – Anchor Standard 2: Organize and develop artistic ideas and work.	
MA:Cr2.1.7	a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.
Construct – Anchor Standard 3: Revise, refine, and complete artistic work.	
MA:Cr3.1.7	a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles (for example, narrative structures, composition). b. Analyze, Improve and refine media artworks by emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

PRODUCING	
Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
MA:Pr4.1.7	a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives in order to reach a given audience.
Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
MA:Pr5.1.7	a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing and presenting media artworks (for example, creative problem solving, organizing). b. Exhibit an increasing set of creative and adaptive innovation abilities (for example, exploratory processes) in developing solutions within and through media arts productions. c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.
Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.	
MA:Pr6.1.7	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/ or distribution of media artworks. b. Evaluate the results of, and improvements for, presenting media artworks, considering impacts on personal growth.
RESPONDING	
Perceive – Anchor Standard 7: Perceive and analyze artistic work.	
MA:Re7.1.7	a. Describe, compare, and analyze the relationships between the components in media artworks. b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.
Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.	
MA:Re8.1.7	a. Interpret and construct meanings of a variety of media artworks, using guided self-developed criteria.
Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.	
MA:Re9.1.7	a. Determine and apply relevant criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
CONNECTING	
Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
MA:Cn10.1.7	a. Access, evaluate, and use internal and external resources (for example, experiences, interests, research, exemplary works) to inform the creation of media artworks. b. Explain and show how media artworks form new meanings, knowledge, situations, and cultural experiences (for example, new information, learning).
Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
MA:Cn11.1.7	a. Research and demonstrate how media artworks and ideas relate to various situations, purposes, and values (for example, community, vocations, social media). b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.
MUSIC	
CREATING	
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
MU:Cr1.1.7	a. Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.
Anchor Standard 2: Organize and develop artistic ideas and work.	
MU:Cr2.1.7	a. Select, organize, develop, and document personal musical ideas for arrangements, song, and compositions within a given form(s) that utilize compositional techniques and convey expressive intent. b. Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
Anchor Standard 3: Revise, refine, and complete artistic work.	
MU:Cr3.1.7	a. Evaluate their own work, applying teacher or student-developed criteria. b. Present the final version of a personal composition or arrangement, using musicianship and originality to utilize compositional techniques and convey expressive intent. c. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others, (teachers and peers).
PERFORMING	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
MU:Pr4.1.7	a. Select varied repertoire to study based on interest, music reading skills where appropriate, understanding the structure of the music, context, and the technical skill of the individual or ensemble.

	b. Demonstrate or analyze, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. d. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/style, phrasing) convey intent.
Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
MU:Pr5.1.7	a. Apply teacher provided criteria to critique individual performances of a varied repertoire of music selected for performance and refine the performances.
Anchor Standard 6: Convey meaning through the presentation of artistic work.	
MU:Pr6.1.7	a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent. b. Demonstrate performance decorum (for example, stage presence, attire, behavior) and audience etiquette are appropriate for venue, purpose, and context.
RESPONDING	
Anchor Standard 7: Perceive and analyze artistic work.	
MU:Re7.1.7	a. Identify reasons for selecting music based on musical characteristics, interest, purpose, or context. b. Describe how knowledge of context and the use of musical elements inform the response to music. c. Identify and compare the context of music from a variety of genres, cultures, and historical periods.
Anchor Standard 8: Construct meaningful interpretations of artistic work.	
MU:Re8.1.7	a. Identify the meaning of musical selections, referring to the elements of music and context.
Anchor Standard 9: Apply criteria to evaluate artistic work.	
MU:Re9.1.7	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
CONNECTING	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
MU:Cn10.1.7	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
MU:Cn11.1.7	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.
THEATRE	
CREATING	
Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
TH:Cr1.1.7	a. Investigate multiple perspectives and solutions to performance challenges in a drama/ theatre work. b. Explain and present solutions to design challenges in a drama/ theatre work. c. Envision and describe a scripted or improvised character's inner thoughts and objectives that are authentic to a drama/theatre work.
Develop – Anchor Standard 2: Organize and develop artistic ideas and work.	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context. b. Define and demonstrate the collaborative responsibilities of actor, director, and designer to present a drama/ theatre work.
Develop – Anchor Standard 3: Revise, refine, and complete artistic work.	
TH:Cr3.1.7	a. Analyze and refine choices in a unified devised or scripted drama/theatre work. b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work. c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.
PERFORMING	
Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
TH:Pr4.1.7	a. Analyze the dramatic arc of a drama/theatre work. b. Use a variety of character objectives and motives in a scene.
Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance. b. Experiment with a variety of technical elements that can be applied to a design in a drama/theatre work.
PERFORMING	
Share, Present	
TH:Pr6.1.7	a. Demonstrate a primary theme in a drama/theatre performance.

RESPONDING	
Reflect – Anchor Standard 7: Perceive and analyze artistic work.	
TH:Re7.1.7	a. Articulate personal reactions to artistic choices in a drama/ theatre work.
Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.	
TH:Re8.1.7	a. Contrast multiple personal experiences and choose the most appropriate when participating in a drama/theatre work. b. Describe how cultural perspectives can influence the interpretation of a drama/theatre work. c. Interpret how the use of personal aesthetics can be used to discuss a drama/theatre work.
Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.	
TH:Re9.1.7	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. b. Evaluate the production elements used in a drama/theatre work to assess aesthetic choices. c. Identify a specific audience or purpose for a drama/theatre work.
CONNECTING	
Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	
TH:Cn10.1.7	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.
Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
TH:Cn11.1.7	a. Examine contemporary social, cultural, or global issues by using music, dance, art, and/or media in a drama/theatre work.
Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
TH:Cn11.2.7	a. Research the story elements of a staged drama/ theatre work and compare them to another production of the same work. b. Compare the drama/ theatre conventions of a given time period with those of the present.
VISUAL ARTS	
CREATING	
Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
VA:Cr1.1.7	a. Apply methods to overcome creative blocks.
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	
VA:Cr1.2.7	a. Develop criteria to guide making a work of art or design to meet an identified goal.
Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.	
VA:Cr2.1.7	a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.	
VA:Cr2.2.7	a. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.
Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.	
VA:Cr2.3.7	a. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.	
VA:Cr3.1.7	a. Reflect on and explain important information about personal artwork in an artist statement or another format.
PRESENTING	
Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
VA:Pr4.1.7	a. Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
VA:Pr5.1.7	a. Based on criteria, analyze and evaluate methods for preparing and presenting art.
Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.	
VA:Pr6.1.7	a. Compare and contrast viewing and experiencing collections and exhibitions in different venues.
RESPONDING	
Share – Anchor Standard 7: Perceive and analyze artistic work.	
VA:Re7.1.7	a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
Perceive – Anchor Standard 7: Perceive and analyze artistic work.	
VA:Re7.2.7	a. Analyze multiple ways that images influence specific audiences.
Anchor Standard 8: Construct meaningful interpretations of artistic work.	
VA:Re8.1.7	a. Interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information and identify key concepts.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.7 a. Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.7 a. Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.7 a. Identify a purpose of an artwork.

MATHEMATICS – 7th GRADE

STANDARDS FOR MATHEMATICAL PRACTICE MP

MP.1 Make sense of problems and persevere in solving them.
MP.2 Reason abstractly and quantitatively.
MP.3 Construct viable arguments and critique the reasoning of others.
MP.4 Model with mathematics.
MP.5 Use appropriate tools strategically.
MP.6 Attend to precision.
MP.7 Look for and make use of structure.
MP.8 Look for and express regularity in repeated reasoning.

GEOMETRY G

Draw, construct, and describe geometrical figures and describe the relationships between them.

7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

RATIOS AND PROPORTIONAL RELATIONSHIPS RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
7.RP.2 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- 7.RP.2.a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- 7.RP.2.b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- 7.RP.2.c For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.
- 7.RP.2.d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.

THE NUMBER SYSTEM NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- 7.NS.1.a Describe situations in which opposite quantities combine to make 0.
- 7.NS.1.b Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- 7.NS.1.c Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- 7.NS.1.d Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- 7.NS.2.a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- 7.NS.2.b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.
- 7.NS.2.c Apply properties of operations as strategies to multiply and divide rational numbers.
- 7.NS.2.d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

EXPRESSIONS AND EQUATIONS EE

Use properties of operations to generate equivalent expressions.

7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- 7.EE.4.a Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
- 7.EE.4.b Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

STATISTICS AND PROBABILITY SP

Use random sampling to draw inferences about a population.

7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.

Draw informal comparative inferences about two populations.

7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.

7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

Investigate chance processes and develop, use, and evaluate probability models.

7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.

7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

- 7.SP.7.a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
- 7.SP.7.b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- 7.SP.8.a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- 7.SP.8.b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
- 7.SP.8.c Design and use a simulation to generate frequencies for compound events.

PHYSICAL DEVELOPMENT AND HEALTH – 6th-8th GRADE

ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.

Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.

19.A.3a Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games, and sports.

19.A.3b Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.

Analyze Various Movement Concepts And Applications.

19.B.3a Compare and contrast efficient and inefficient movement patterns.

19.B.3b Understand multiple movement patterns and their effects on the brain.

Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.

19.C.3a Apply rules and safety procedures in physical activities.

19.C.3b Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.

ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.

Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.

20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).

20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.

Assess Individual Fitness Levels.

20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology.

20.B.3b Evaluate the strengths and weaknesses contained in a personal fitness profile.

20.B.3c Discuss and understand the importance of fitness as it relates to academic performance.

Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.

20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.

20.C.3b Identify opportunities within the community for regular participation in physical activities

20.C.3c Apply the principles of training to the health-related fitness goals.

DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.

Demonstrate Personal Responsibility During Group Physical Activities.

21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).

21.A.3b Participate in establishing procedures for group physical activities.

21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Demonstrate Cooperative Skills During Structured Group Physical Activity.

21.B.3a Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).

UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.

22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).

22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).

22.A.3d Identify various careers in health promotion, health care and injury prevention.

Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.

22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).

Explain How The Environment Can Affect Health.

22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).

22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.

Describe How To Advocate For The Health Of Individuals, Families And Communities.

22.D.3a Identify and communicate with others within your school, family, and community regarding health issues.

UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.

23.A.3a Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).

Explain The Effects Of Health-Related Actions On The Body Systems.

23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).

Describe Factors That Affect Growth And Development.

23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).

Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.

23.D.3a Explain how the brain is affected by movement.

PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.

24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.

24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.

24.B.3a Apply a decision-making process to an individual health concern.

Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.

24.C.3a Apply refusal and negotiation skills to potentially harmful situations.

SCIENCE (NGSS) – 6th- 8th GRADE	
PHYSICAL SCIENCE	
MATTER AND ITS INTERACTIONS	
STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN……	
MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures. *Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures or computer representations showing different molecules with different types of atoms. Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.*
MS-PS1-2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. *Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride. Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.*
MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. *Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels. Assessment Boundary: Assessment is limited to qualitative information.*
MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. *Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.*
MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. *Clarification Statement: Emphasis is on law of conservation of matter, and on physical models or drawings, including digital forms that represent atoms. Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.*
MS-PS1-6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride. Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.
MOTION AND STABILITY: FORCES AND INTERACTIONS	
MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* *Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle. Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.*
MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. *Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units. Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame, and to change in one variable at a time. Assessment does not include the use of trigonometry.*
MS-PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. *Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor. Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.*
MS-PS2-4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. *Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system. Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.*
MS-PS2-5	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. *Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations. Assessment Boundary: Assessment is limited to electric and magnetic fields. Assessment is limited to qualitative evidence for the existence of fields.*
ENERGY	
MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. *Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.*
MS-PS3-2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. *Clarification Statement: Emphasis is on relative amounts of potential*

	energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: The Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems. Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.
MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* *Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup. Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.*
MS-PS3-4	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. *Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added. Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.*
MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. *Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object. Assessment Boundary: Assessment does not include calculations of energy.*
	WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER
MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. *Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking. Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.*
MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. *Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions. Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.*
MS-PS4-3	Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. *Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen. Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.*
	LIFE SCIENCE
	FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells. *Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.*
MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. *Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.*
MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. *Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems. Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.*
MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. *Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.*
MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. *Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds. Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.*
MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. *Clarification Statement: Emphasis is on tracing movement of matter and flow of energy. Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.*

MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. *Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.*
MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. *Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.*
	ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS
MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. *Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.*
MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. *Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.*
MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. *Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system. Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.*
MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. *Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.*
MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.* *Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.*
	HEREDITY: INHERITANCE AND VARIATION OF TRAITS
MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. *Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins. Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.*
MS-LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. *Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.*
	BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY
MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. *Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers. Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.*
MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. *Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.*
MS-LS4-3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. *Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures. Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.*
MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. *Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.*
MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. *Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.*
MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. *Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Assessment Boundary: Assessment does not include Hardy Weinberg calculations.*

	EARTH AND SPACE
	EARTH'S PLACE IN THE UNIVERSE
MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. *Clarification Statement: Examples of models can be physical, graphical, or conceptual.*
MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. *Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state). Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.*
MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system. *Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models. Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.*
MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. *Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions. Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.*
	EARTH'S SYSTEMS
MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. *Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials. Assessment Boundary: Assessment does not include the identification and naming of minerals.*
MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. *Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.*
MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. *Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches). Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.*
MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. *Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical. Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.*
MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. *Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation). Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.*
MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. *Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations. Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.*
	EARTH AND HUMAN ACTIVITY
MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. *Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations*

	of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).
MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. *Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).*
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* *Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).*
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. *Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.*
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. *Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.*
	ENGINEERING DESIGN
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

SOCIAL / EMOTIONAL LEARNING – 6th – 8th GRADE

DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify And Manage One’s Emotions And Behavior.

1A.3a Analyze factors that create stress or motivate successful performance.
1A.3b Apply strategies to manage stress and to motivate successful performance.

Recognize personal qualities and external supports.

1B.3a Analyze how personal qualities influence choices and successes.
1B.3b Analyze how making use of school and community supports and opportunities can contribute to school and life success.

Demonstrate skills related to achieving personal and academic goals.

1C.3a Set a short-term goal and make a plan for achieving it.
1C.3b Analyze why one achieved or did not achieve a goal.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.
Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.
Recognize The Feelings And Perspectives Of Others.
2A.3a Predict others' feelings and perspectives in a variety of situations.
2A.3b Analyze how one's behavior may affect others.
Recognize Individual And Group Similarities And Differences.
2B.3a Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
2B.3b Analyze the effects of taking action to oppose bullying based on individual and group differences.
Use Communication And Social Skills To Interact Effectively With Others.
2C.3a Analyze ways to establish positive relationships with others.
2C.3b Demonstrate cooperation and teamwork to promote group effectiveness.
Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.
2D.3a Evaluate strategies for preventing and resolving interpersonal problems.
2D.3b Define unhealthy peer pressure and evaluate strategies for resisting it.
DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.
Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.
Consider Ethical, Safety, And Societal Factors In Making Decisions.
3A.3a Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
3A.3b Analyze the reasons for school and societal rules.
Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.
3B.3a Analyze how decision-making skills improve study habits and academic performance.
3B.3b Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
Contribute To The Well-Being Of One's School And Community.
3C.3a Evaluate one's participation in efforts to address an identified school need.
3C.3b Evaluate one's participation in efforts to address an identified need in one's local community.

Social Science 6th – 8th Grade			
Inquiry Skills			
Developing Questions and Planning Inquiries			
Constructing Essential Questions	SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.		
Constructing Supporting Questions	SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.		
Determining Helpful Sources	SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.		
Evaluating Sources and Using Evidence			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Gathering and Evaluating Sources	SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.	SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.
Developing Claims and Using Evidence	SS.IS.5.6-8.LC: Appropriately cite all sources utilized.	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusions and Taking Informed Action			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Communicating Conclusions	SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
Critiquing Conclusions	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).		
Taking Informed Action	SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes, community contexts.	SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Civics Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Civic and Political Institutions	SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).	SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people's lives.	SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.
	SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	SS.CV.2.6-8.MdC: Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.	SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.		
	SS.CV.4.6-8.LC: Explain the connection between interests and perspectives civic virtues, and democratic principles when addressing issues in government and society.	SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.	SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups in various settings.
	SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.		
Processes, Rules, and Laws	SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).

Geography Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Human-Environment Interaction: Place, Regions, and Culture	SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.	SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics.
Human Population	SS.G.2.6-8.LC: Explain how humans and their environment affect one another.	SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Geographic Representations Human-Environment Interaction Population	SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.	SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SS.G3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
Global Interconnections	SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.	SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Economics and Financial Literacy Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Economic Decision Making	SS.EC.1.6-8.LC: Explain how economic decisions affect the well-being of individuals, businesses and society.	SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
Exchange and Markets	SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.	SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
The National and Global Economy	SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.	SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.
Financial Literacy	SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.	SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	SS.EC.FL.1.6-8.MC: Describe the connection between credit, credit options, and interest and credit history.
	SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs.

History Standards			
	Less Complex (LC)	Moderately Complex (MdC)	More Complex (MC)
Change, Continuity, and Context	SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.	SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.	SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.
Perspectives	SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.	SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.
Historical Sources and Evidence	SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.	SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	SS.H.3.6-8.MC: Analyze how people's perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.
Causation and Argumentation	SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.	SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.

RESOURCES TO SUPPORT THE STANDARDS	COMPLETE ILLINOIS LEARNING STANDARDS
Illinois Classrooms in Action www.ilclassroomsinaction.org	English Language Arts http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf
Illinois Teach & Talk Math www.ilteachandtalk.org	Fine Arts ***Public review DRAFT*** http://illinoisartslearning.org/#report-and-standards
Illinois Writing Matters www.ilwritingmatters.org	Mathematics http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf
Illinois Stats Math www.ilstats.weebly.com	Science http://www.nextgenscience.org/
Illinois Standards-Based Reporting Website http://www.isbestandardsbasedreporting.com/	Physical Development/ Health http://www.isbe.net/ils/pdh/standards.htm
Achieve the Core www.achievethecore.org	Social and Emotional Learning http://www.isbe.net/ils/social_emotional/standards.htm
Illustrative Mathematics https://www.illustrativemathematics.org/	Social Science http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf
EdReports http://www.edreports.org/	
Tools for the Common Core Standards http://commoncoretools.me/	
Freddie Phonics http://textproject.org/classroom-materials/	
Library of Congress http://www.loc.gov/teachers/	
NewsELA www.newsela.org (Lower ranges of Lexile available after signing up at the bottom of website.)	
Ohio Resource Center http://www.ohiorc.org/	

PARCC Resources	
PARCC Tests – ELA, Math, Systems…. http://parcc.pearson.com/	Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources) https://prc.parcconline.org/
Main page and links to evidence statement tables (and other resources) http://parcconline.org/	ISBE PARCC Place http://www.isbe.net/parcc-place/