

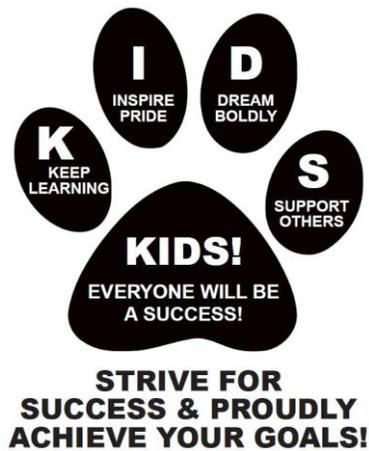


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# KINGSTON JUNIOR HIGH TITLE I HANDBOOK 2018-2019

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AUGUST 14, 2018  
KINGSTON K-14 SCHOOL DISTRICT  
10047 Diamond Road, Cadet, MO 63630



## **MISSION STATEMENT**

*The Kingston K-14 School District ensures that every student will experience success by providing an environment that encourages everyone to keep learning, inspires pride, promotes dreaming boldly, and offers support to all students, staff, and community members.*

## **VISION STATEMENT**

*Within the next five years, Kingston K-14 will be one of the top-academically performing districts in the state, by creating a community of learners who strive for success and work together to proudly achieve their goals.*

## **OUR CORE VALUES**

*KEEP LEARNING* through: collaboration, engagement, cooperation, life-long learning, motivation, and goal-setting.

*INSPIRE PRIDE* through: a clean, organized campus, school spirit, celebration and recognition, and participation.

*PROMOTE DREAMING BOLDLY* through: goal setting, encouragement, taking risks, celebrating even small successes.

*SUPPORT OTHERS* through: communication, acceptance, empathy, love, honesty, and mercy.

Kingston Junior High School receives Title I funding to support programs for students who are academically at risk. Kingston Junior High offers Title I services to students in two ways:

### **Title I Math**

The goal of the Title I Math program is to accelerate the learning of students who are achieving below grade level in mathematics. These students are identified for services based on multi-criteria by the Title I specialists assigned to the students' site. The teacher works to determine students' current understanding in mathematics. The assessments the teachers administer are utilized to inform the teachers' instruction. The Title I teachers incorporate knowledge about their students' current understandings into their planning and teaching. All of our students in grades 6-8 are eligible to participate in Title I Math services.

### **Title I Tutoring**

Kingston Junior High students are also able to participate in after-school tutoring. These students are typically recommended by a teacher, but parents may also request that their child participate in tutoring. Tutoring services are not offered until after the first progress report goes home (typically around Labor Day). Teachers will notify parents if they believe a student needs additional help or instruction and schedule them for after-school tutoring one or more days a week. Students who stay for tutoring are able to ride the Cougar College bus home.

### **Title I Documents**

A stipulation of Title I funding requires that the district and each Title I funded building has certain documents available and policies in place and makes parents aware of this information. You will find all of that information in this handbook.

**Missouri Department of Elementary and Secondary Education  
Every Student Succeeds Act of 2015 (ESSA)  
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

<b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</b>	
<b>General Information</b> 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
<b>Complaints filed with LEA</b> 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	<b>Complaints filed with the Department</b> 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
<b>Appeals</b> 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

**1. What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

**4. How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

**5. What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

<sup>1</sup> Programs include Title I, A, B, C, D, Title II, Title III, Title IV-A, Title V  
<sup>2</sup> In compliance with ESSA Title VIII-Part C, Sec. 8304(a)(3)(C)

**6. How can a complaint be filed with the Department?**

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

**7. How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

**8. How are complaints related to equitable services to nonpublic school children handled differently?**

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

**9. How will appeals to the Department be investigated?**

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

**10. What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

**Kingston K-14**  
**District Title I - Parent and Family Engagement Policy**

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents and family members of students participating in the Title I program. Parents and family shall be notified of the policy in an understandable, uniform format and in a language that recipients can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents, family, and the school.

**EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT**

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents and family of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications based on the changing needs of parents, family, and the schools.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the Board. These goals and standards shall be shared with parents and family in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, (3) the forms of academic assessment used to measure student progress, (4) the achievement levels used to measure student progress on the state academic standards; (5) the achievement level of their child on the state academic standards assessments; and (6) if requested, opportunities to provide feedback and to participate in decisions relating to the education of their children.

**SUPPORT FOR PROGRAM**

If the District's Title I allocation is \$500,000 or more, the District shall reserve not less than one percent (1%) of its allocation for the purpose of promoting parent and family engagement and shall distribute the reserved funds with priority given to high-need schools. Parents and family of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parent and family engagement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

Designation of resources to assist in communicating with parents and family, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.

Sharing options, when feasible, for coordinating and integrating Title I program strategies with services of other community programs, businesses, and federal and state agencies and local laws and programs.

Identification of ways in which parents and family can be engaged in staff training activities to demonstrate the value of parent and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education.

Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family of participating children shall be invited and encouraged to attend to inform them of their school's participation in and requirements for Title I programs and of their rights to be involved.

Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this Policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. This process shall focus on the following questions: Does this Policy increase parent participation? What barriers to parent participation still exist, and how can they be reduced or removed? The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this Policy, if necessary.

In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

**SCHOOL POLICIES**

Each school shall submit to the Title I Committee, for review, comment and approval, its Title I school parent and family engagement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This Policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent and family engagement policy shall be kept on file in the Central Office.

**Kingston K-14 Junior High School  
Title I Parent and Family Engagement Policy**

Kingston K-14 Junior High School has developed and agreed upon this parent involvement policy in consultation with teachers, principals, program administrators, and parents/guardians of participating children.

We welcome the participation of parents/guardians in support of student learning and recognize that parental involvement increases the opportunities for student success. It is the goal of Kingston Junior High School to foster and maintain ongoing communications with parents/guardians concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of the children's schools. Kingston Junior High School will provide this information in an understandable, uniform format and when necessary, provide alternative formats in a language that parents/guardians can understand.

Communications with parents/guardians shall, at all times, respect the privacy of students and their families. To the extent practical, Kingston Junior High School shall provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children. This process will include providing information and school reports in a format and language parents/guardians understand.

Kingston Junior High School will consult with parents/guardians, teachers, principals and federally funded program administrators during the process of developing and revising the district's consolidated application for federal funds and during the process of school policy review and improvement. The process of school review will include the timely publication and dissemination of the annual progress report results to parents/guardians, teachers, principals, and the school community. It is the intent of Kingston Junior High School that parents/guardians of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents/guardians of children attending such schools are provided promptly with information about the options available to them if applicable.

When needed, Kingston Junior High School will publish and disseminate to parents/guardians and to the public, information regarding any actions taken by the district to address the problems that led to the identification of a school for improvement, corrective action, or restructuring.

At the beginning of each school year, Kingston Junior High School will provide information to the parents/guardians about the professional qualifications of the classroom teachers and paraprofessionals working with their children.

In order to build the capacity of schools and parents/guardians for strong parental performance, Kingston K-14 Junior High School will:

- Assist parents in understanding their students benchmark scores, state standards, local assessments, teach them how to monitor their child's progress and work with educators to improve the achievement of their children;
- Provide materials and training to help parents/guardians to work with their children to improve their children's achievement during Family Literacy Nights, and provide literacy training and technology training, as appropriate, to foster parental involvement;
- Educate our staff on how to reach out to, communicate with, and work with parents/guardians to build ties between parents/guardians and schools;
- Ensure that information we send home is in a language and format that parents/guardians can understand; and
- Provide such other reasonable support for parental involvement activities as parents/guardians may request; and to the extent feasible and appropriate, Kingston K-14 Junior High School coordinates and integrates parent involvement programs and activities with public preschools and other local programs and conducts other activities, such as a parent resource center, that encourage and support parents/guardians in more fully participating in the education of their children.

To ensure the effectiveness of this parent involvement policy, Kingston K-14 Junior High School will conduct an annual evaluation. We will use this annual evaluation to improve the academic quality of our school and identify barriers to greater participation by parents/guardians in activities. This evaluation will focus particular attention on parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Kingston K-14 Junior High School will use the findings of this evaluation to design

strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

Kingston K-14 Junior High School will involve parents/guardians/families in following ways:

- Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and when able to, may provide with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement.
- Carry out capacity-building activities for parents/guardians.
- Involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental policy and the joint development of the school-wide program plan under Title I.
- Provide parents/guardians of participating children timely information about programs under Title I.
- A description and explanation of our curriculum and assessments used to measure student success. We will also describe how we measure student proficiency and what levels students need to meet for each grade level; and
- If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible; and
- If the school-wide program plan is not satisfactory to the parents/guardians of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

As a component of the school-level parental involvement policy, each school served under this policy jointly develops a school-parent compact that outlines how parent, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. These compacts, available in the local school office, shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this policy to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum – parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Frequent reports to parents/guardians on their children's progress;
- Outline reasonable access to staff,
- Describe opportunities to volunteer.

## **Statement of Certification**

You as a parent or guardian also have the right to know:

Upon your request, our district is required to provide to you in a timely manner, the following information about your child's teacher(s):

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

We are also required to verify that the staff in our Title I buildings meet the qualifications for Highly Qualified under federal program guidelines.

***This statement certifies that the following teachers and administrators and in the Kingston K-14 School District have appropriate certification for the areas they supervise or teach:***

In addition to the information that parents may request, districts must provide to each individual parent the following:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

If you have further questions regarding these teachers' qualifications, please do not hesitate to contact either building administrator, at 438-4982, extension 852.

## Assessments

This is a list of assessments your child will be taking this year:

### **Grade 6**

#### **Reading:**

Lexile (at least 3 times a year)	Weekly Assessment	Beginning/End of Year Assessment
ELA MAP Test		
Unit Assessment (at the end of each unit, typically every 4-6 weeks)		
Benchmarks (a minimum of three times per year)		

#### **Math:**

Beginning/End of Year Assessment	Topic Test	Math MAP Test
Benchmarks (a minimum of three times per year)		

#### **Science/Social Studies:**

Chapter Tests	Strand or Standard Tests
Benchmarks (a minimum of three times per year)	

### **Grade 7**

#### **Reading:**

Lexile (at least 3 times a year)	Weekly Assessment	Beginning/End of Year Assessment
ELA MAP Test		
Unit Assessment (at the end of each unit, typically every 4-6 weeks)		
Benchmarks (a minimum of three times per year)		

#### **Math:**

Beginning/End of Year Assessment	Topic Test	Math MAP Test
Benchmarks (a minimum of three times per year)		

#### **Science/Social Studies:**

Chapter Tests	Strand or Standard Tests
Benchmarks (a minimum of three times per year)	

### **Grade 8**

#### **Reading:**

Lexile (at least 3 times a year)	Weekly Assessment	Beginning/End of Year Assessment
ELA MAP Test		
Unit Assessment (at the end of each unit, typically every 4-6 weeks)		
Benchmarks (a minimum of three times per year)		

#### **Math:**

Beginning/End of Year Assessment	Topic Test	Math MAP Test
Benchmarks (a minimum of three times per year)		

#### **Science/Social Studies:**

Chapter Tests	Strand or Standard Tests
Benchmarks (a minimum of three times per year)	

## State Assessments

State law (§160.518, RSMo) compels the State Board of Education and the Department of Elementary and Secondary Education to annually measure “by grade level a student’s knowledge of academic subjects.” Additionally, federal education law (PART A – Subpart 1 – Section 1111(b)(2)(l)(ii)) requires that states and school districts test 95 percent of students on year-end tests in grades 3-8 and for end-of-course tests in high school.

Grade Level Assessments – Annual English Language Arts and Mathematics assessments are administered in grades 3 through 8. Science assessments are administered in grades 5 and 8.

The following charts outline what was assessed on the MAP test during the 2017-2018 school year. We anticipate the 2018-2019 testing session will closely mirror these same standards.

### Grade 6 ELA

Reporting Category		Theme/Big Idea
Reading	Literacy	Comprehend and Interpret Texts (Approaching Texts as a Reader)
		Analyze Craft and Structure (Approaching Texts as a Writer)
		Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
	Informational	Comprehend and Interpret Texts (Approaching Texts as a Reader)
		Analyze Craft and Structure (Approaching Texts as a Writer)
		Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
Research	Approaching the Task as a Researcher	
Writing	Approaching the Task as a Reader	
Speaking and listening	Collaborating	
	Presenting	

### Grade 6 Math

Reporting Category	Theme/Big Idea
Ratios and Proportional Relationship	Understand and use ratios to solve problems
Number Sense and Operations	Apply and extend previous understandings of multiplication and division to divide fractions by fractions
	Compute with non-negative multi-digit numbers, and find common factors and multiples
	Apply and extend previous understandings of numbers to the system of rational numbers
Expressions, Equations and Inequalities	Apply and extend previous understandings of arithmetic to algebraic expressions
	Reason about and solve one-variable equations and inequalities
Geometry and measurement	Represent and analyze quantitative relationships between dependent and independent variables
	Solve problems involving area, surface area and volume
Data and Statistics	Develop understanding of statistical variability
	Summarize and describe distributions

### Grade 7 ELA

Reporting Category		Theme/Big Idea
Reading	Literacy	Comprehend and Interpret Texts (Approaching Texts as a Reader)
		Analyze Craft and Structure (Approaching Texts as a Writer)
		Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
	Informational	Comprehend and Interpret Texts (Approaching Texts as a Reader)
		Analyze Craft and Structure (Approaching Texts as a Writer)
		Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
Research	Approaching the Task as a Researcher	
Writing	Approaching the Task as a Reader	
Speaking and listening	Collaborating	
	Presenting	

### Grade 7 Math

Reporting Category		Theme/Big Idea
Ratios and Proportional Relationship		Analyze proportional relationships and use them to solve problems
Number Sense and Operations		Apply and extend previous understandings of operations to add, subtract, multiply and divide rational numbers
Expressions, Equations and Inequalities		Use properties of operations to generate equivalent expressions
		Solve problems using numerical and algebraic expressions and equations
Geometry and measurement		Draw and describe geometrical figures and describe the relationships between them
		Apply and extend previous understanding of angle measure, area and volume
Data and Statistics		Use random sampling to draw inferences about a population
		Draw informal comparative inferences about two populations
		Develop, use and evaluate probability models

### Grade 8 ELA

Reporting Category		Theme/Big Idea
Reading	Literacy	Comprehend and Interpret Texts (Approaching Texts as a Reader)
		Analyze Craft and Structure (Approaching Texts as a Writer)
		Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
	Informational	Comprehend and Interpret Texts (Approaching Texts as a Reader)
		Analyze Craft and Structure (Approaching Texts as a Writer)
		Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
Research	Approaching the Task as a Researcher	
Writing	Approaching the Task as a Reader	
Speaking and listening	Collaborating	
	Presenting	

**Grade 8 Math**

Reporting Category	Theme/Big Idea
Ratios and Proportional Relationship	Analyze proportional relationships and use them to solve problems
Number Sense and Operations	Apply and extend previous understandings of operations to add, subtract, multiply and divide rational numbers
Expressions, Equations and Inequalities	Use properties of operations to generate equivalent expressions
	Solve problems using numerical and algebraic expressions and equations
Geometry and measurement	Draw and describe geometrical figures and describe the relationships between them
	Apply and extend previous understanding of angle measure, area and volume
Data and Statistics	Use random sampling to draw inferences about a population
	Draw informal comparative inferences about two populations
	Develop, use and evaluate probability models

**Grade 8 Science**

Reporting Category	Theme/Big Idea
Physical Science	Matter and Its Interactions
	Motion and Stability: Forces and Interactions
	Energy
	Waves and Their Applications in Technologies for Information Transfer
Life Science	From Molecules to Organisms: Structure and Processes
	Ecosystems: Interactions, Energy, and Dynamics
	Biological Evolution; Unity and Diversity
Earth Science	Earth's Place in the Universe
	Earth's Systems
	Earth and Human Activity

Tentative Timing Guidelines for Each Testing Session

Grade	Session 1	Session 2	Session 3	Session 4	TOTAL
<b>6 ELA</b>	30-50 minutes	30-50 minutes	20-30 minutes	20-35 minutes Listening Strand – Headphones required	100-165 minutes
<b>6 Math</b>	35-45 minutes Calculators not allowed	45-60 minutes Calculators allowed	40-45 minutes Performance Event Calculators allowed		120-150 minutes
<b>7 ELA</b>	50-85 minutes	20-30 minutes	20-35 minutes Listening Strand – Headphones required		90-150 minutes
<b>7 Math</b>	20-25 minutes Calculators not allowed	60-80 minutes Calculators allowed	40-45 minutes Performance Event Calculators allowed		120-150 minutes
<b>8 ELA</b>	100-130 minutes Writing Prompt	50-80 minutes	15-25 minutes	20-35 minutes Listening Strand – Headphones required	185-270 minutes
<b>8 Math</b>	15-20 minutes Calculators not allowed	65-85 minutes Calculators allowed	40-45 minutes Performance Event Calculators allowed		120-150 minutes
<b>8 Science</b>	30-45 minutes*	30-45 minutes*			60-90 minutes*

MAP tests are administered during the spring of each school year, with the first session for each grade level beginning in mid-April.

Once the district receives the test results, they will be shared with parents and students. MAP reports are sent home with students or shared with parents during Parent/Teacher Conferences (if the district has received them in time).

## Missouri Learning Standards

### ELA

<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<p>Develop and demonstrate reading skills in response to text by:</p> <ol style="list-style-type: none"> <li>a. explaining how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</li> <li>b. drawing conclusions and support with textual evidence</li> <li>c. summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral</li> <li>d. monitoring comprehension and making corrections and adjustments when understanding breaks down</li> </ol>	<p>Develop and demonstrate reading skills in response to text by:</p> <ol style="list-style-type: none"> <li>a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text</li> <li>b. drawing conclusions by providing textual evidence of what the text says explicitly</li> <li>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</li> </ol>	<p>Develop and demonstrate reading skills in response to text by:</p> <ol style="list-style-type: none"> <li>a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</li> <li>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</li> </ol>
<p>Develop an understanding of vocabulary by:</p> <ol style="list-style-type: none"> <li>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</li> <li>b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words</li> <li>c. using homographs and homophones</li> <li>d. distinguishing the literal and non-literal meanings of words and phrases in context</li> <li>e. determining the meaning of the new word formed when a known affix is added to a known base word</li> <li>f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words</li> <li>g. discussing analogies</li> <li>h. determining the meaning of the author’s use of similes and metaphors to produce imagery</li> <li>i. using conversational, general academic, and domain-specific words and phrases</li> </ol>	<p>Develop an understanding of vocabulary by:</p> <ol style="list-style-type: none"> <li>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes</li> <li>b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words</li> <li>c. completing analogies</li> <li>d. identifying the meaning of common idioms and figurative language</li> <li>e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words</li> <li>f. using conversational, general academic, and domain-specific words and phrases</li> </ol>	<p>Develop an understanding of vocabulary by:</p> <ol style="list-style-type: none"> <li>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</li> <li>b. using context to determine meaning of unfamiliar or multiple-meaning words</li> <li>c. constructing analogies</li> <li>d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</li> <li>e. identifying and using words and phrases that signal contrast, addition, and relationships</li> <li>f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices</li> <li>g. using conversational, general academic, and domain-specific words and phrases</li> </ol>
<p>Explain relevant connections between:</p> <ol style="list-style-type: none"> <li>a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</li> <li>b. text to world (text ideas regarding experiences in the world)</li> </ol>	<p>Explain relevant connections between:</p> <ol style="list-style-type: none"> <li>a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</li> <li>b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural/historical time frame)</li> </ol>	<p>Compare, contrast, and analyze relevant connections between:</p> <ol style="list-style-type: none"> <li>a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</li> <li>b. text to world (see 4<sup>th</sup> grade)</li> </ol>

<b>Sixth Grade ELA cont.</b>	<b>Seventh Grade ELA cont.</b>	<b>Eighth Grade ELA cont.</b>
<p>Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul>	<p>Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul>	<p>Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul>
<p>Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. summarize and sequence the events/plot and explain how past events impact future events</li> <li>b. describe the personality traits of characters from their thoughts, words, and actions</li> <li>c. describe the interaction of characters, including relationships and how they change</li> <li>d. paraphrase the big idea/themes and supporting details of texts</li> <li>e. compare and contrast key elements in various types of fiction</li> <li>f. explain cause-and-effect relationships</li> <li>g. distinguish their own point of view from that of the narrator or those of the characters</li> </ul>	<p>Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</li> <li>b. describe the personality traits of characters from their thoughts, words, and actions</li> <li>c. describe the interaction of characters, including relationships and how they change</li> <li>d. compare and contrast the adventures or exploits of characters and their roles</li> <li>e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person</li> </ul>	<p>Read, infer, analyze, and draw conclusions :</p> <ul style="list-style-type: none"> <li>a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</li> <li>b. explain the theme or moral lesson, conflict, and resolution in a story or novel</li> <li>c. describe how a narrator's or speaker's point of view influences events</li> <li>d. recognize foreshadowing</li> <li>e. explain the effect of a historical event or movement in literature</li> <li>f. introduce origin myths and culturally significant characters/events in mythology</li> <li>g. introduce different forms of third-person points of view in stories</li> </ul>
<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. use examples of alliteration</li> <li>b. identify basic forms of poetry</li> </ul>	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. explain structural elements of poetry</li> </ul>	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. explain how poets use sound and visual elements in poetry</li> <li>b. identify forms of poems</li> </ul>
<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed</li> <li>b. identify language that creates a graphic visual experience and appeals to the senses</li> </ul>	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. analyze how characters change from the beginning to the end of a play or film</li> <li>b. explain structural elements of dramatic literature</li> </ul>	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. analyze the similarities between an original text and its dramatic adaptation</li> <li>b. identify structural elements of dramatic literature</li> <li>c. evaluate the critical impact of sensory details, imagery, and figurative language</li> </ul>
<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. explain the author's purpose</li> <li>b. identify the details or facts that support the main idea</li> <li>c. use text and graphic features to locate information and to make and verify predictions</li> <li>d. follow and explain a set of written multi-step directions</li> <li>e. describe the relationship between events, ideas, concepts, or steps</li> </ul>	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. use multiple text features to locate information and gain an overview of the contents of text</li> <li>b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure</li> <li>c. interpret and explain factual information presented graphically</li> </ul>	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. use multiple text features and graphics to locate information and gain an overview of the contents of text information</li> <li>b. interpret details from procedural text to complete a task, solve a problem, or perform an action</li> <li>c. interpret factual or quantitative information</li> </ul>

<b>Sixth Grade ELA cont.</b>	<b>Seventh Grade ELA cont.</b>	<b>Eighth Grade ELA cont.</b>
<p>Read, infer, and draw conclusions to:</p> <ol style="list-style-type: none"> <li>distinguish the difference between a biography and an autobiography</li> <li>distinguish fact from opinion</li> <li>distinguish point of view from what the author is trying to persuade the reader to think or do</li> <li>explain examples of sound devices, literal and nonliteral meanings, and figurative language</li> </ol>	<p>Read, infer, and draw conclusions to:</p> <ol style="list-style-type: none"> <li>explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography</li> <li>analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis</li> <li>explain how an author uses language to present information to influence what the reader thinks or does</li> </ol>	<p>Read, infer, and draw conclusions to:</p> <ol style="list-style-type: none"> <li>evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</li> <li>analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</li> <li>verify facts through established methods</li> <li>identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument</li> <li>recognize exaggerated, contradictory, or misleading statements</li> <li>explain the type of evidence used to support a claim in a persuasive text</li> <li>use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning</li> </ol>
<p>Read, infer, and draw conclusions to:</p> <ol style="list-style-type: none"> <li>describe relationships among events, ideas, concepts, and cause and effect in texts</li> <li>explain the relationship between problems and solutions</li> <li>use information gained from illustrations and words to demonstrate understanding of the text</li> <li>explain the author's purpose</li> <li>compare and contrast the most important points and key details presented in texts on the same topic</li> </ol>	<p>Read, infer, and draw conclusions to:</p> <ol style="list-style-type: none"> <li>distinguish fact from opinion in a text and explain how to verify what is a fact</li> <li>explain explicit and implicit relationships among ideas in texts</li> <li>explain author's purpose</li> <li>compare and contrast a firsthand and secondhand account of the same event or topic</li> </ol>	<p>Read, infer, and draw conclusions to:</p> <ol style="list-style-type: none"> <li>identify devices used in biographies and autobiographies, including how an author presents major events in a person's life</li> <li>explain the difference between a stated and implied purpose for an expository text</li> <li>analyze how the pattern of organization of a text influences the relationships</li> <li>analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view</li> <li>integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</li> </ol>
<p>Read to develop an understanding of media and its components by:</p> <ol style="list-style-type: none"> <li>understanding how communication changes when moving from one genre of media to another</li> <li>explaining how various design techniques used in media influence the message</li> <li>comparing various written conventions used for digital media</li> <li>identifying text structures and graphics features of a web page</li> </ol>	<p>Read to develop an understanding of media and its components by:</p> <ol style="list-style-type: none"> <li>explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior</li> <li>explaining how various design techniques used in media influence the message</li> <li>comparing various written conventions used for digital media</li> <li>explaining text structures and graphics features of a web page and how they help readers to comprehend text</li> </ol>	<p>Read to develop an understanding of media and its components by:</p> <ol style="list-style-type: none"> <li>explaining how messages conveyed in various forms of media are presented differently</li> <li>comparing and contrasting the difference in techniques used in media</li> <li>identifying the point of view of media presentations</li> <li>analyzing various digital media venues for levels of formality and informality</li> <li>explaining textual/graphics features web page and how they help readers comprehend text</li> </ol>

<b>Sixth Grade ELA cont.</b>	<b>Seventh Grade ELA cont.</b>	<b>Eighth Grade ELA cont.</b>
<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>e. understanding how communication changes when moving from one genre of media to another</li> <li>f. explaining how various design techniques used in media influence the message</li> <li>g. comparing various written conventions used for digital media</li> <li>h. identifying text structures and graphics features of a web page</li> </ul>	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>e. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior</li> <li>f. explaining how various design techniques used in media influence the message</li> <li>g. comparing various written conventions used for digital media</li> <li>h. explaining text structures and graphics features of a web page and how they help readers to comprehend text</li> </ul>	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>f. explaining how messages conveyed in various forms of media are presented differently</li> <li>g. comparing and contrasting the difference in techniques used in media</li> <li>h. identifying the point of view of media presentations</li> <li>i. analyzing various digital media venues for levels of formality and informality</li> <li>j. explaining textual and graphics features of a web page and how they help readers to comprehend text</li> </ul>
<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</li> <li>b. decoding words that double final consonants when adding an ending</li> <li>c. using the meaning of common prefixes and suffixes</li> <li>d. using the meaning of homophones</li> <li>e. decoding known and unknown words by spelling patterns</li> <li>f. reading irregularly spelled high-frequency words</li> </ul>	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context</li> <li>b. reading root words, prefixes, and suffixes and important words from specific content curricula</li> </ul>	<p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context</li> <li>b. reading root words, prefixes, suffixes, and important words from all specific content curricula</li> </ul>
<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
<p>Follow a writing process to plan a first draft by:</p> <ul style="list-style-type: none"> <li>a. using a simple prewriting strategy when given the purpose and the intended audience</li> </ul>	<p>Follow a writing process to plan a first draft by:</p> <ul style="list-style-type: none"> <li>a. selecting a genre appropriate for conveying the purpose to an intended audience</li> <li>b. formulating questions related to the topic</li> <li>c. accessing prior knowledge or building background knowledge related to the topic</li> <li>d. using a prewriting strategy</li> </ul>	<p>Follow a writing process to plan a first draft by:</p> <ul style="list-style-type: none"> <li>a. selecting a genre appropriate for conveying the purpose to an intended audience</li> <li>b. formulating questions related to the topic</li> <li>c. accessing prior knowledge or building background knowledge related to the topic</li> <li>d. using a prewriting strategy</li> </ul>

<b>Sixth Grade ELA cont.</b>	<b>Seventh Grade ELA cont.</b>	<b>Eighth Grade ELA cont.</b>
<p>Write opinion texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic or text being studied, using connected sentences</li> <li>state an opinion or establish a position and provide reasons for the opinion/position</li> <li>use specific and accurate words that are related to the topic, audience, and purpose</li> <li>contain information using student's original language except when using direct quotation from a source</li> <li>reference the name of the author(s) or name of the source used for details or facts included in the text</li> <li>use transitions to connect opinion and reason</li> <li>provide clear evidence of a beginning, middle, and, concluding statement or paragraph</li> </ol>	<p>Write opinion texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic or text being studied, using an introductory paragraph</li> <li>state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</li> <li>use specific and accurate words that are related to the topic, audience, and purpose</li> <li>contain information using student's original language except when using direct quotation from a source</li> <li>reference the name of the author(s) or name of the source used for details or facts included in the text</li> <li>use transitions to connect opinion and reason</li> <li>organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</li> </ol>	<p>Write opinion texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose</li> <li>state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</li> <li>use specific and accurate words that are related to the topic, audience, and purpose</li> <li>contain information using student's original language except when using direct quotation from a source</li> <li>reference the name of the author(s) or name of the source used for details or facts included in the text</li> <li>use transitions to connect opinion and reason</li> <li>organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</li> </ol>
<p>Write informative/ explanatory texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic or text being studied</li> <li>develop the topic with simple facts, definitions, details, and explanations</li> <li>use specific, relevant words that are related to the topic, audience, and purpose</li> <li>use the student's original language except when quoting from a source</li> <li>use transition words to connect ideas within categories of information</li> <li>create a concluding statement or paragraph</li> </ol>	<p>Write informative/ explanatory texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic using a topic sentence in an introductory paragraph</li> <li>develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</li> <li>use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</li> <li>contain information using student's original language except when using direct quotations from a source</li> <li>use transitions to connect categories of information</li> <li>use text structures when useful</li> <li>create a concluding paragraph related to the information</li> </ol>	<p>Write informative/ explanatory texts that:</p> <ol style="list-style-type: none"> <li>introduce a topic using a topic sentence in an introductory paragraph</li> <li>develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</li> <li>use an organizational format that suits the topic</li> <li>use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</li> <li>contain information using student's original language except when using direct quotations from a source</li> <li>use transition words to connect ideas within and across categories of information</li> <li>use text structures when useful</li> <li>create a concluding paragraph related to the information</li> </ol>
<p>Write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> <li>establish setting and situation/topic and introduce narrator and/or characters</li> <li>use narrative techniques, such as dialogue descriptions</li> <li>establish and organize an event sequence to establish a beginning/middle/ end</li> <li>use transition words and phrases to signal event</li> </ol>	<p>Write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> <li>establish a setting and situation/topic and introduce a narrator and/or characters</li> <li>use narrative techniques, such as dialogue, motivation, and descriptions</li> <li>organize an event sequence that unfolds naturally to establish a beginning/middle/ end</li> <li>use a variety of transitions to manage the sequence of events</li> </ol>	<p>Write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> <li>establish a setting and situation/topic and introduce a narrator and/or characters</li> <li>use narrative techniques, such as dialogue, motivation, and descriptions</li> <li>organize an event sequence that unfolds naturally to establish a beginning/middle/ end</li> <li>use a variety of transitions to manage the</li> </ol>

<p>order</p> <p>e. use specific and relevant words that are related to the topic, audience, and purpose</p>	<p>e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p>	<p>sequence of events</p> <p>e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p>
<b>Sixth Grade ELA cont.</b>	<b>Seventh Grade ELA cont.</b>	<b>Eighth Grade ELA cont.</b>
<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</p> <p>b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)</p> <p>c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</p> <p>d. addressing an appropriate audience</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound</p> <p>b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <p>c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs addressing an appropriate audience</p>	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre</p> <p>b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <p>c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure</p> <p>d. restating the overall main idea in the concluding statement</p> <p>e. addressing an appropriate audience, organization, and purpose</p>
<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• beginning/middle/end</li> <li>• details/facts (from sources, when appropriate)</li> <li>• word choice (related to the topic)</li> <li>• sentence structure</li> <li>• transitions</li> <li>• audience and purpose</li> <li>• voice</li> </ul> <p>b. edit for language conventions</p>	<p>Reread, revise, and edit drafts with assistance to:</p> <p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• beginning/middle/end</li> <li>• details/facts (from multiple sources, when appropriate)</li> <li>• word choice (related to the topic)</li> <li>• sentence structure</li> <li>• transitions</li> <li>• audience and purpose</li> <li>• voice</li> </ul> <p>b. edit for language conventions</p>	<p>Reread, revise, and edit drafts with assistance to:</p> <p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• organizational structure</li> <li>• details/facts (from multiple sources, when appropriate)</li> <li>• word choice (related to the topic)</li> <li>• sentence structure</li> <li>• transitions</li> <li>• audience and purpose</li> <li>• voice</li> </ul> <p>b. edit for language conventions</p>
<p>With assistance from adults/peers:</p> <p>a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others</p>	<p>With assistance from adults/peers:</p> <p>a. use technology, including the Internet, to produce and publish writing</p> <p>b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting</p>	<p>With assistance from adults/peers:</p> <p>a. use technology, including the Internet, to produce and publish writing</p> <p>b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting</p>

<b>Sixth Grade ELA cont.</b>	<b>Seventh Grade ELA cont.</b>	<b>Eighth Grade ELA cont.</b>
<p>Apply research process to:</p> <ul style="list-style-type: none"> <li>a. generate a list of subject-appropriate topics</li> <li>b. create an individual question about a topic</li> <li>c. decide what sources of information might be relevant to answer these questions</li> <li>d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts</li> <li>e. determine the accuracy and relevance of the information related to a selected question</li> <li>f. take simple notes in own words and sort evidence into provided categories or organizer</li> <li>g. use quotation marks to denote direct quotations when recording specific words and sentences from a source</li> <li>h. create a resource page from notes</li> <li>i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria</li> </ul>	<p>Apply research process to:</p> <ul style="list-style-type: none"> <li>a. generate a list of subject-appropriate topics</li> <li>b. create a research question to address relevant to a chosen topic</li> <li>c. identify a variety of relevant sources, literary and informational</li> <li>d. use organizational features of print and digital sources efficiently to locate information</li> <li>e. convert graphic/visual data into written notes</li> <li>f. determine the accuracy of the information gathered</li> <li>g. differentiate between paraphrasing and plagiarism when using ideas of others</li> <li>h. record bibliographic information from sources according to a standard format</li> <li>i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria</li> </ul>	<p>Apply research process to:</p> <ul style="list-style-type: none"> <li>a. generate a list of subject-appropriate topics</li> <li>b. formulate and refine an open-ended research question</li> <li>c. follow guidelines for collecting and recording information</li> <li>d. select relevant resources, literary and informational</li> <li>e. assess relevance, accuracy, and reliability of information in print and digital sources</li> <li>f. convert graphic/visual data into written notes</li> <li>g. differentiate between paraphrasing and plagiarism when using ideas of others</li> <li>h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria</li> <li>i. record bibliographic information from sources according to a standard format</li> </ul>
<p>In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. use regular and irregular verbs and simple verb tenses</li> <li>b. use helping verbs with irregular verbs</li> <li>c. use complete subject and complete predicate in a sentence</li> <li>d. use comparative, superlative, and demonstrative adjectives and adverbs</li> <li>e. use subject/verb agreement in sentences</li> <li>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</li> <li>g. use 1<sup>st</sup>-, 2<sup>nd</sup>-, and 3<sup>rd</sup>-person pronouns and their antecedents</li> </ul>	<p>In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. use the “be” helping verbs with “ing” verbs</li> <li>b. use and order adjectives within sentences to conventional patterns</li> <li>c. use progressive verbs to show past, present, and future</li> <li>d. use adverbs in writing</li> <li>e. use subject/verb agreement with 1<sup>st</sup>-, 2<sup>nd</sup>-, and 3<sup>rd</sup>-person pronouns</li> <li>f. use prepositions correctly in a sentence</li> <li>g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions</li> <li>h. produce and expand the complete simple and compound four types of sentences</li> <li>i. correct sentence fragments and run-on sentences in writing</li> </ul>	<p>In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection</li> <li>b. use relative pronouns and relative adverbs</li> <li>c. use pronouns consistently across a text</li> <li>d. use and correct verb tenses</li> <li>e. produce a variety of complex sentences in writing</li> </ul>

Sixth Grade ELA cont.	Seventh Grade ELA cont.	Eighth Grade ELA cont.
<p>In written text:</p> <ol style="list-style-type: none"> <li>write legibly (print, cursive)</li> <li>use an apostrophe to form possessives</li> <li>demonstrate and use commas and quotation marks in dialogue</li> <li>capitalize dialogue correctly</li> <li>use commas for greeting and closing of a friendly letter</li> <li>capitalize names of places</li> <li>capitalize titles of books, stories, and songs</li> <li>use spelling patterns and generalizations to spell compound words</li> <li>spell words that double the consonant</li> <li>spell plural words that change <i>y</i> to <i>ies</i></li> <li>consult reference materials to check and correct spellings</li> <li>arrange words in alphabetical order to the third letter</li> </ol>	<p>In written text:</p> <ol style="list-style-type: none"> <li>write legibly</li> <li>punctuate a dialogue between two or more characters</li> <li>insert a comma before a coordinating conjunction in a compound sentence</li> <li>capitalize proper adjectives</li> <li>use correct capitalization</li> <li>spell words with suffixes by dropping or leaving the final <i>e</i></li> <li>spell words ending in the long <i>e</i> sound</li> <li>alphabetize reference sources</li> <li>use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context</li> </ol>	<p>In written text:</p> <ol style="list-style-type: none"> <li>write legibly</li> <li>use a comma before a coordinating conjunction when writing compound sentences</li> <li>use a comma to separate an introductory clause in a complex sentence</li> <li>use a comma to set off the words <i>yes</i> and <i>no</i></li> <li>use italics when keyboarding titles of books, magazines, and newspapers</li> <li>use underlining when writing titles of books, magazines, and newspapers</li> <li>use quotation marks when writing titles of stories, songs, poems, articles</li> <li>use apostrophes in singular nouns to show possession</li> <li>write apostrophes in regular plural nouns to show possession</li> <li>use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context</li> </ol>
<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ol style="list-style-type: none"> <li>following classroom listening rules</li> <li>asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</li> <li>following three-step instructions, according to classroom expectations</li> </ol>	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ol style="list-style-type: none"> <li>following, generating, and justifying classroom listening rules</li> <li>posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others</li> <li>following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations</li> </ol>	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ol style="list-style-type: none"> <li>following agreed upon rules for listening and fulfilling discussion rules independently</li> <li>posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</li> <li>following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations</li> <li>listening for speaker's message and summarizing main points based on evidence</li> </ol>
<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ol style="list-style-type: none"> <li>demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations</li> </ol>	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ol style="list-style-type: none"> <li>generating and following active listening rules, according to classroom expectations</li> </ol>	<p>Develop and apply effective listening skills and strategies in formal and informal setting by:</p> <ol style="list-style-type: none"> <li>evaluating and modifying own active listening skills</li> </ol>

<b>Sixth Grade ELA cont.</b>	<b>Seventh Grade ELA cont.</b>	<b>Eighth Grade ELA cont.</b>
<p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</li> <li>b. responding appropriately to discussion in a variety of settings, according to classroom expectations</li> <li>c. expressing opinions of read-alouds and independent reading topics</li> </ul>	<p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>a. contributing to discussion after listening to others' ideas, according to classroom expectations</li> <li>b. expressing opinions of read-alouds and independent reading and relating opinion to others</li> </ul>	<p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>a. summarizing points made by others before presenting own ideas, according to classroom expectations</li> <li>b. providing and evaluating evidence to support opinion</li> </ul>
<p>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>a. using presentation skills and/or appropriate technology</li> <li>b. presenting information with clear ideas and details while speaking clearly at an understandable pace</li> <li>c. giving an informal presentation, using a variety of media</li> <li>d. choosing words and phrases for effect (adjectives, action verbs, figurative language)</li> <li>e. using academic language and conventions</li> </ul>	<p>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>a. paraphrasing portions of a text read aloud or information presented in diverse media and formats</li> <li>b. using efficient presentation skills with available resources</li> <li>c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic</li> <li>d. giving a formal presentation to classmates, using a variety of media</li> <li>e. speaking with expression and fluency</li> <li>f. adjusting formal/informal language according to context and topic</li> </ul>	<p>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>a. using efficient presentation skills with available resources using a variety of media</li> <li>b. planning an appropriate presentation based on audience</li> <li>c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint</li> </ul>

**Missouri Learning Standards  
Math**

<b>Sixth Grade Math</b>	<b>Seventh Grade Math</b>	<b>Eighth Grade Math</b>
<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>	<b>Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.</b>	<b>Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths.</b>
Round whole numbers to the nearest 10 or 100.	Round multi-digit whole numbers to any place.	Read, write and identify numbers from billions to thousandths using number names, base ten numerals and expanded form.
Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.	Compare two numbers from billions to thousandths using the symbols $>$ , $=$ or $<$ , and justify the solution.
Demonstrate fluency with addition and subtraction within 1000.	Compare two multi-digit numbers using the symbols $>$ , $=$ or $<$ , and justify the solution.	Understand that in a multi-digit number, a digit represents $1/10$ times what it would represent in the place to its left.
Multiply whole numbers by multiples of 10 in the range 10-90.	Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right.	Evaluate the value of powers of 10 and understand the relationship to the place value system.
	Demonstrate fluency with addition and subtraction of whole numbers.	Round numbers from billions to thousandths place.
	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution.	Add and subtract multi-digit whole numbers and decimals to the thousandths place, and justify the solution.
	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution.	Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution.
		Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.
<b>Develop understanding of fractions as numbers.</b>	<b>Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)</b>	<b>Understand the relationship between fractions and decimals (denominators that are factors of 100).</b>
Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.	Explain and/or illustrate why two fractions are equivalent.	Understand that parts of a whole can be expressed as fractions and/or decimals.
Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole. a. Describe the numerator as representing the number of pieces being considered. b. Describe the denominator as the number of pieces that make the whole.	Recognize and generate equivalent fractions.	Convert decimals to fractions and fractions to decimals.

<b>Sixth Grade Math cont.</b>	<b>Seventh Grade Math cont.</b>	<b>Eighth Grade Math cont.</b>
Represent fractions on a number line. a. Understand the whole is the interval from 0 to 1. b. Understand the whole is partitioned into equal parts. c. Understand a fraction represents the endpoint of the length a given number of partitions from 0.	Compare two fractions using the symbols $>$ , $=$ or $<$ , and justify the solution.	Compare and order fractions and/or decimals to the thousandths place using the symbols $>$ , $=$ or $<$ , and justify the solution.
Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.		
Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.		
Compare two fractions with the same numerator or denominator using the symbols $>$ , $=$ or $<$ , and justify the solution.		
Explain why fraction comparisons are only valid when the two fractions refer to the same whole.		
	<b>Extend understanding of operations on whole numbers to fraction operations.</b>	<b>Perform operations and solve problems with fractions and decimals.</b>
	Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.	Estimate results of sums, differences and products with fractions and decimals to the thousandths.
	Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.	Justify the reasonableness of a product when multiplying with fractions. a. Estimate the size of the product based on the size of the two factors. b. Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number. c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. d. Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.
	Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.	Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.

Sixth Grade Math cont.	Seventh Grade Math cont.	Eighth Grade Math cont.
	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Extend the concept of multiplication to multiply a fraction or whole number by a fraction. a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths. b. Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction. c. Calculate and interpret the product of two fractions less than one.
	Solve problems involving multiplication of a fraction by a whole number.	Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations. a. Calculate and interpret the quotient of a unit fraction by a non-zero whole number. b. Calculate and interpret the quotient of a whole number by a unit fraction.
	<b>Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100)</b>	
	Use decimal notation for fractions with denominators of 10 or 100.	
	Understand that fractions and decimals are equivalent representations of the same quantity.	
	Read, write and identify decimals to the hundredths place using number names, base ten numerals and expanded form.	
	Compare two decimals to the hundredths place using the symbols $>$ , $=$ or $<$ , and justify the solution.	
<b>Represent and solve problems involving multiplication and division.</b>	<b>Use the four operations with whole numbers to solve problems.</b>	<b>Represent and analyze patterns and relationships.</b>
Interpret products of whole numbers.	Multiply or divide to solve problems involving a multiplicative comparison.	Investigate the relationship between two numeric patterns. a. Generate two numeric patterns given two rules. b. Translate two numeric patterns into two sets of ordered pairs. c. Graph numeric patterns on the Cartesian coordinate plane. d. Identify the relationship between two numeric patterns.
Interpret quotients of whole numbers.	Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.	Write a rule to describe or explain a given numeric pattern.

<b>Sixth Grade Math cont.</b>	<b>Seventh Grade Math cont.</b>	<b>Eighth Grade Math cont.</b>
Describe in words or drawings a problem that illustrates a multiplication or division situation.	Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.	
Use multiplication and division within 100 to solve problems.		
Determine the unknown number in a multiplication or division equation relating three whole numbers.		
<b>Understand properties of multiplication and the relationship between multiplication and division.</b>	<b>Work with factors and multiples.</b>	<b>Write and interpret numerical expressions.</b>
Apply properties of operations as strategies to multiply and divide.	Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number.	Write, evaluate and interpret numeric expressions using the order of operations.
	Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100.	Translate written expressions into algebraic expressions.
<b>Multiply and divide within 100.</b>	<b>Generate and analyze patterns.</b>	<b>Use the four operations to represent and solve problems.</b>
Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	Generate a number pattern that follows a given rule.	Solve and justify multi-step problems involving variables, whole numbers, fractions and decimals.
Demonstrate fluency with products within 100.	Use words or mathematical symbols to express a rule for a given pattern.	
<b>Use the four operations to solve word problems.</b>		
Write and solve two-step problems involving variables using any of the four operations.		
Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.		
<b>Identify and explain arithmetic patterns.</b>		
Identify arithmetic patterns and explain the patterns using properties of operations.		
<b>Reason with shapes and their attributes.</b>	<b>Classify 2-dimensional shapes by properties of their lines and angles.</b>	<b>Classify two- and three-dimensional geometric shapes.</b>
Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines.	Understand that attributes belonging to a category of figures also belong to all subcategories.
Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.	Classify two-dimensional shapes by their sides and/or angles.	Classify figures in a hierarchy based on properties.

<b>Sixth Grade Math cont.</b>	<b>Seventh Grade Math cont.</b>	<b>Eighth Grade Math cont.</b>
Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.	Construct lines of symmetry for a two-dimensional figure.	Analyze and describe the properties of prisms and pyramids.
<b>Solve problems involving the measurement of time, liquid volumes and weights of objects.</b>	<b>Understand the concepts of angle and measure angles.</b>	<b>Understand and compute volume.</b>
Tell and write time to the nearest minute.	Identify and estimate angles and their measure.	Understand the concept of volume and recognize that volume is measured in cubic units. a. Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume. b. Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.
Estimate time intervals in minutes.	Draw and measure angles in whole-number degrees using a protractor.	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths.
Solve problems involving addition and subtraction of minutes.		
Measure or estimate length, liquid volume and weight of objects.		
Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.		
<b>Understand concepts of area.</b>	<b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	<b>Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.</b>
Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.	Know relative sizes of measurement units within one system of units. a. Convert measurements in a larger unit in terms of a smaller unit.	Define a first quadrant Cartesian coordinate system. a. Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin. b. Identify any point on the Cartesian coordinate plane by its ordered pair coordinates. c. Define the first number in an ordered pair as the horizontal distance from the origin. d. Define the second number in an ordered pair as the vertical distance from the origin.
Label area measurements with squared units.	Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.	Plot and interpret points in the first quadrant of the Cartesian coordinate plane.
Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.	Apply the area and perimeter formulas for rectangles to solve problems.	
Multiply whole-number side lengths to solve problems involving the area of rectangles.		

<b>Sixth Grade Math cont.</b>	<b>Seventh Grade Math cont.</b>	<b>Eighth Grade Math cont.</b>
Find rectangular arrangements that can be formed for a given area.		
Decompose a rectangle into smaller rectangles to find the area of the original rectangle		
<b>Understand concepts of perimeter.</b>		<b>Solve problems involving measurement and conversions within a measurement system.</b>
Solve problems involving perimeters of polygons.		Convert measurements of capacity, length and weight within a given measurement system.
Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.		Solve multi-step problems that require measurement conversions.
<b>Represent and analyze data.</b>	<b>Represent and analyze data.</b>	<b>Represent and analyze data.</b>
Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.	Create a frequency table and/or line plot to display measurement data.	Create a line graph to represent a data set, and analyze the data to answer questions and solve problems.
Solve one- and two-step problems using information presented in bar and/or picture graphs.	Solve problems involving addition and subtraction by using information presented in a data display.	Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.
Create a line plot to represent data.	Analyze the data in a frequency table, line plot, bar graph or picture graph.	
Use data shown in a line plot to answer questions.		

## Missouri Learning Standards Science

Sixth Grade	Seventh Grade	Eighth Grade
3.PS1.A.1 Predict and investigate that water can change from a liquid to a solid (freeze), and back again (melt), or from a liquid to a gas (evaporation), and back again (condensation) as the result of temperature changes.	4.PS2.A.1 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	5. PS1.A.1 Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.]
3.PS1.B.1 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	4.PS2.A.2 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.]	5. PS1.A.2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.]
3.PS2.B.1 Plan and conduct investigations to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other. [Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.]	4.PS2.B.1 Plan and conduct a fair test to compare and contrast the forces (measured by a spring scale in Newton's) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth).	5. PS1.B.1 Plan and conduct investigations to separate the components of a mixture/solution by their physical properties (i.e., sorting, filtration, magnets, screening).
3.LS1.A.1 Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot survive at all. [Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.	5. PS1.B.2 Conduct an investigation to determine whether the combining of two or more substances results in new substances.
	4.PS3.A.1 Use evidence to construct an explanation relating the speed of an object to the energy of that object	5. PS2.B.1 Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.]

<b>Sixth Grade Science cont.</b>	<b>Seventh Grade Science cont.</b>	<b>Eighth Grade Science cont.</b>
3.LS1.B.1 Develop a model to compare and contrast observations on the life cycle of different plants and animals.	4.PS3.B.1 Provide evidence to construct an explanation of an energy transformation(e.g. temperature change, light, sound, motion, and magnetic effects)	5. PS3.D.1 Use models to describe that energy stored in food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]
3.LS3.A.1 Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]	4.PS3.B.2 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.]	5. PS4.A.1 Develop a model to describe that objects can be seen only when light is reflected off them or when they produce their own light
3.LS3.B.1 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]	4.PS3.C.1 Use models to explain that simple machines change the amount of effort force and/or direction of force. [Clarification Statement: memorization of a simple machine is not the focus, concept builds on the application of force and motion .]	5. LS1.A.1 Compare and contrast the major organs/organ systems (e.g. support, reproductive, digestive, transport/circulatory, excretory, response) that perform similar functions for animals belonging to different vertebrate classes.
3.LS3.C.1 Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]	4.PS4.A.1 Develop a model of waves to describe patterns in terms of amplitude or wavelength and that waves can cause objects to move. (Boundary: The terms amplitude and wavelength should not be assessed.) [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.]	5. LS1.C.1 Support an argument that plants get the materials (i.e. carbon dioxide, water, sunlight) they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil. Clarification Statement: [Do not assess photosynthesis.]
3.LS3.D.1 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.]	4.LS1.A.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]	5. LS2.B.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.]

<b>Sixth Grade Science cont.</b>	<b>Seventh Grade Science cont.</b>	<b>Eighth Grade Science cont.</b>
3.ESS2.D.1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Examples of data could include average temperature, precipitation, and wind direction.]	4.LS1.D.1 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Emphasis is on systems of information transfer.]	5. ESS1.A.1 Support an argument that relative distances from Earth affects the apparent brightness of the sun compared to other stars.
3.ESS2.D.2 Obtain and combine information to describe climates in different regions of the world.	4.ESS1.C.1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.]	5. ESS1.B.1 Make observations during different seasons to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]
3.ESS3.B.1 Make a claim about the merit of an existing design solution (e.g. levies, tornado shelters, sea walls, etc.) that reduces the impacts of a weather-related hazard. [Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]	4.ESS2.A.1 Plan and conduct scientific investigations or simulations to provide evidence how natural processes (e.g. weathering and erosion) shape Earth's surfaces.	5. ESS1.B.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Examples could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.]
3.ETS1.A.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	4.ESS2.B.1 Analyze and interpret data from maps to describe patterns of Earth's features. [Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]	5. ESS2.A.1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.]
3.ETS1.B.1 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	4.ESS3.A.1 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. [Examples could include designing an earthquake resistant building and improving monitoring of volcanic Natural Resources activity.]	5. ESS2.C.1 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
3.ETS1.C.1 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	4.ETS1.A.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	5. ESS3.C.1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

<b>Sixth Grade Science cont.</b>	<b>Seventh Grade Science cont.</b>	<b>Eighth Grade Science cont.</b>
	4.ETS1.B.1 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	5.ETS1.A.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
	4.ETS1.C.1 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	5.ETS1.B.1 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
		5.ETS1.C.1 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

## Missouri Learning Standards Social Studies

Sixth Grade	Seventh Grade	Eighth Grade
Identify and explain why cities make laws and ordinances	Identify and explain why Missouri has a constitution and why the state makes and enforces laws	Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed
		Identify important principles in the Constitution including <ul style="list-style-type: none"> <li>a) <b>limited government</b></li> <li>b) <b>rule of law</b></li> <li>c) <b>majority rule</b></li> <li>d) minority rights</li> <li>e) <b>separation of powers</b></li> <li>f) checks and balances</li> </ul>
		Identify important principles in the Bill of Rights, such as basic rights and freedoms
Discuss and apply <b>responsibilities</b> of citizens including respect for the rights of others and treating others fairly (justice)	Identify <b>rights</b> included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government	
State the main purposes of the Declaration of Independence	Explain the major purpose of the Constitution and the Bill of Rights	
Identify the purpose of the Constitution		
Explain how the National Anthem symbolizes our nation		
Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc.		
Describe how authoritative decisions are made, enforced and interpreted within the federal government	Describe how authoritative decisions are made, enforced and interpreted within the state government	
Identify and explain the functions of the <b>three branches of government</b> in the federal government	Identify and explain the functions of the <b>three branches of government</b> in the state government	Distinguish between powers and functions of local, state and national government
	Identify and describe the significance of the <b>individuals from Missouri who have made contributions to our state and national heritage</b> ; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, Geroge Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton	Summarize the viability and diversity of Native American cultures before Europeans came

Sixth Grade Social Studies cont.	Seventh Grade Social Studies cont.	Eighth Grade Social Studies cont.
	Locate and describe settlements in Missouri of people of European and African heritage	Outline the discovery, exploration and early settlement of America
		Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
	Outline issues of Missouri statehood, such as the Missouri Compromise	Investigate the causes and consequences of Westward Expansion, including: <ul style="list-style-type: none"> <li>a. Texas and the Mexican War</li> <li>b. Oregon Territory</li> <li>c. California Gold Rush</li> </ul>
	Summarize the events in westward expansion, including people's motivation, their hardships, and Missouri as a jumping-off point to the West	Examine cultural interactions among these groups from colonial times to Civil War: <ul style="list-style-type: none"> <li>a. Native Americans</li> <li>b. Immigrants from Europe</li> <li>c. Africans brought to America</li> </ul>
Describe the contributions of Martin Luther King, Jr.	Describe the contributions of Thomas Jefferson	
	Sequence and describe the importance of <ul style="list-style-type: none"> <li>a. Louisiana Purchase</li> <li>b. Lewis and Clark Expedition</li> </ul>	
	Explain Missouri's role in the Civil War, i.e., Missouri as a border state	Identify political, economical and social causes and consequences of the Civil War and Reconstruction
	Evaluate the impact of westward expansion on the Native American in Missouri	
	Describe the changes in Missouri since the Civil War in education, transportation and communication	
Identify and explain <b>public goods</b> and services	Compare <b>saving</b> and financial <b>investment</b>	Apply the following economic concepts: <ul style="list-style-type: none"> <li>a. <b>scarcity</b></li> <li>b. <b>supply</b> and <b>demand</b></li> <li>c. <b>trade-offs (opportunity cost)</b></li> </ul>
Distinguish among <b>natural, capital</b> and <b>human resources</b>	Explain <b>supply</b> and <b>demand</b>	
Conduct a <b>cost-benefit analysis</b>	Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to Seventh Graders, such as decisions made by <b>consumers</b> and decisions pertaining to the <b>environment</b> )	
Identify <b>taxes</b> that students experience, such as sales taxes	Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes	
List how tax moneys are used, who benefits from tax-supported services and who pays for these services		

Sixth Grade Social Studies cont.	Seventh Grade Social Studies cont.	Eighth Grade Social Studies cont.
	Explain how decisions of households, businesses and governments affect one another	
		Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
		Interpret the past, explain the present and predict future consequences of economic decisions
Read and construct maps	Construct and interpret maps	Use geographic research sources to acquire information and answer questions
		Construct maps
Identify and locate the Mississippi and Missouri Rivers	Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph	Locate cities of Missouri and the United States
Locate and identify the states bordering Missouri on a map		Locate states and major topographic features of the United States
Describe and use <b>absolute location</b> using a grid system		Locate and describe real <b>places</b> , using <b>absolute</b> and <b>relative location</b>
	Describe <b>human characteristics</b> of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)	Identify <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems
		Identify <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are	Describe how people are affected by, depend on, adapt to and change their <b>environments</b>	
Describe how changes in communication and transportation technologies affect people's lives		
Explain why people living in different <b>places</b> (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other		
Identify examples of different <b>regions</b> (e.g., urban, rural, recreational area, wheat-producing region, business district)	Compare <b>regions</b> (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions)	Identify different kinds of regions in the United States

Sixth Grade Social Studies cont.	Seventh Grade Social Studies cont.	Eighth Grade Social Studies cont.
	Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably)	
		Identify major patterns of population distribution, <b>demographics</b> and migrations in the United States
		Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)
Compare how people’s needs have been met in different ways in different cultures at various times		
	Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)	
Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)	Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer	
		Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group
		Identify how ideas, concepts and traditions have changed over time in the United States
Identify, select and use visual, graphic and auditory aids (timelines and diagrams)	Identify, select and use visual, graphic and auditory aids	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
Identify, use and create <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)	Use and evaluate <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)	
Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books)	Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)	
Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	
	Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions

<b>Sixth Grade Social Studies cont.</b>	<b>Seventh Grade Social Studies cont.</b>	<b>Eighth Grade Social Studies cont.</b>
		Create maps, graphs, timelines, charts and diagrams to communicate information
		Distinguish between fact and opinion and recognize bias and points of view
		Use technological tools for research and presentation

## Missouri Learning Standards Music

Sixth Grade	Seventh Grade	Eighth Grade
Apply accurate pitch relationships while singing in a limited range [ <i>la-sol-mi, sol-mi-re-do</i> ]	Match pitch in an extended range [octave]	Use breath control and accurate <b>*diction</b> while singing
Demonstrate dynamics [ <i>p, f, *crescendo, *decrescendo/diminuendo</i> ] and tempi [fast, slow, <i>*ritardando</i> ]	Demonstrate dynamics [ <i>p, f, *crescendo, *decrescendo/diminuendo</i> ] and tempi [fast, slow, <i>*ritardando</i> ]	Use dynamics and <b>*phrasing</b> to communicate an interpretation of a given <b>*style</b>
Interpret expressive markings [accent, <b>*fermata</b> ]	Interpret expressive markings [accent, <b>*fermata</b> ]	
Perform a varied repertoire of songs, including <b>patriotic, folk, Seasonal, spirituals</b>	Perform a varied repertoire of songs including patriotic, folk, seasonal, spirituals, multicultural	Perform a varied repertoire of songs including patriotic, folk, seasonal including some from memory
Perform <i>ostinati</i> and <b>*rounds</b>	Perform <i>ostinati</i> , <b>rounds</b> , canons and partner songs	Perform simple harmonic songs: rounds <b>canons</b> partner songs, two-part
Perform in groups matching tempo and dynamic changes, following the cues of the conductor	Demonstrate characteristic <b>*timbre</b> , dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an <b>*ensemble</b>  Respond expressively to conductor's cues
Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs	Read and perform at least three (3) pitches on a melodic instrument  Read and perform rhythmic patterns Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest pairs, Dotted half note Sixteenth notes	Read and perform at least five (5) pitches on a melodic instrument  Read and perform rhythms in simple <b>*meter</b> Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest, Dotted half note Sixteenth notes, Dotted quarter followed by eighth, <b>Syncopation</b>
Interpret expressive markings [accent, <i>fermata</i> ]  Demonstrate dynamics [ <i>p, f</i> ] and tempi [fast, slow]	Interpret expressive markings [accent, <i>fermata</i> ]  Demonstrate dynamics [ <i>p, f, crescendo, decrescendo/diminuendo</i> ] and tempi [fast, slow, <i>ritardando</i> ]	Read and perform a short song using effective <b>*expression</b> and characteristic timbre
Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
Echo short rhythmic and melodic patterns on <b>*classroom instruments</b>	Echo short rhythmic and melodic patterns on <b>*classroom instruments</b>	Echo short rhythmic and melodic patterns on <b>*classroom instruments</b>

Sixth Grade Music cont.	Seventh Grade Music cont.	Eighth Grade Music cont.
Perform in- groups matching tempo and dynamic changes, and following the cues of the conductor	Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor
Improvise simple rhythmic and melodic ostinati accompaniments	Improvise simple rhythmic and melodic ostinati accompaniments	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic <b>*variations</b> on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p>
Create a rhythmic and/or melodic composition using icons	Create rhythmic and/or melodic <i>ostinati</i> and <b>*soundscapes</b>	Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines
Read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note	Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines- consisting of: whole note/rest, quarter note/rest, half note/rest eighth-note pairs, dotted half note, sixteenth notes	Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation
Transfer short melodic <b>*solfege</b> (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble <b>*clef</b>	Identify standard pitch notation in the treble clef	<p>Identify standard pitch notation in the treble clef, including one ledger line above and below the staff</p> <p>Identify <b>*accidentals</b>, Sharps, flats, natural signs</p>
Identify standard symbols: <i>p</i> for <i>piano</i> , <i>f</i> for <i>forte</i> , <i>cresc</i> or < for <i>crescendo</i> , <i>deces</i> or > for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i> , fast, slow, <i>ritardando</i> , <b>accent</b>	Identify standard symbols: <i>p</i> for <i>piano</i> , <i>f</i> for <i>forte</i> , <i>cresc</i> or < for <i>crescendo</i> , <i>deces</i> or > for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i> , fast, slow, <i>ritardando</i> , <b>accent</b> , <i>fermata</i> , <b>ties</b> , <b>slurs</b>	Identify standard symbols for dynamics, tempo and articulation: <i>p</i> for <i>piano</i> , <i>f</i> for <i>forte</i> , <i>mp</i> for <i>mezzo piano</i> , <i>mf</i> for <i>mezzo fort</i> , <i>pp</i> for <i>pianissimo</i> , <i>ff</i> for <i>fortissimo</i> , <i>cresc</i> or < for <i>crescendo</i> , <i>deces</i> or > for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i> , <b>accelerando</b> , <b>ritardando</b> , <b>allegro</b> , <b>moderato</b> , <b>andante</b> , <b>largo</b> , <b>a tempo</b> , <b>accent</b> , <i>fermata</i> , ties, slurs, <b>*staccato</b> , <b>*legato</b>
Notate rhythmic patterns and dynamics presented by the teacher: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, <i>p</i> for <i>piano</i> , <i>f</i> for <i>forte</i>	Notate rhythmic patterns and dynamics presented by the teacher: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, <i>p</i> for <i>piano</i> , <i>f</i> for <i>forte</i> , <i>cresc</i> for <i>crescendo</i> , <i>decesc</i> for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i>	Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines: whole note/rest, quarter note/rest, half note/rest; eighth-note pairs, dotted half note, sixteenth notes, <i>p</i> for <i>piano</i> , <i>f</i> for <i>forte</i> , <i>mp</i> for <i>mezzo piano</i> , <i>mf</i> for <i>mezzo forte</i> , <i>cresc</i> for <i>crescendo</i> , <i>decesc</i> for <i>decrescendo</i> , <i>dim</i> for <i>diminuendo</i> , <i>sol-mi-la</i> , eighth note/rest

Sixth Grade Music cont.	Seventh Grade Music cont.	Eighth Grade Music cont.
		<b>Vocal and Instrumental Performance Classes:</b> Independently interpret simple rhythmic and melodic notation at sight
Recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns, [ <i>ostinati</i> ], verse/refrain, repeat sign, canon, ABA, introduction, <b>interlude</b>	Identify and analyze forms and composition techniques: AB, ABA, canon, <i>ostinato</i> , verse/refrain, repeat sign, partner songs, rondo, first and second endings, <b>coda, blues</b>	Identify and analyze forms and composition techniques: AB, ABA, canon, <i>ostinato</i> , verse/refrain, repeat sign, partner songs, rondo, first and second endings, blues, <i>coda</i> , theme and variation, <b>DC/Fine, DS al coda/Fine</b>
<p>Demonstrate and/or respond through movement to aural examples of music</p> <ul style="list-style-type: none"> <li>• music forms</li> <li>• expressive elements</li> </ul> <p>Visually and aurally identify instrumental families</p> <p>Distinguish between methods of sound production</p> <p>Differentiate between ensemble groupings (solo vs. group)</p>	<p>Distinguish between vocal ensemble groupings and orchestral instruments</p> <p>Identify instruments as representative of various cultures</p>	Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification-SATB, instrumental ensemble groupings-Jazz Band/Concert Band, etc.)
Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, posture/stage presence	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage, presence	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage, presence
Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)	Use prerequisite music terms to describe their personal response to a musical example (function/style)	Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)
Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece)	Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition)	<p>Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast</p> <p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p>

<b>Sixth Grade Music cont.</b>	<b>Seventh Grade Music cont.</b>	<b>Eighth Grade Music cont.</b>
<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)</p>	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments)</p> <p>Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics</p>
<p>Identify characteristics of teacher-selected genres or styles</p> <ul style="list-style-type: none"> <li>• Play party</li> <li>• Folk dances/folk music</li> </ul> <p>Identify “The Star-Spangled Banner” as the National Anthem</p>	<p>Identify characteristics of teacher-selected genres or styles: <b>Work songs</b>, Cowboy songs, Square dances, <b>Spirituals, Blues</b></p> <p>Identify music representing diverse cultures including Missouri (including the music of *<b>Scott Joplin</b>) and American heritage</p>	<p>Identify characteristics of teacher-selected genres or styles: <b>Secular, Sacred, Multicultural</b> music, American/<b>patriotic</b> songs, Opera, Ballet, Blues, <b>Ragtime</b></p>
<p>Describe how elements of music are used in teacher-selected examples</p> <ul style="list-style-type: none"> <li>• Play party</li> <li>• Folk dances/folk music</li> <li>• National anthem</li> </ul>	<p>Describe how elements of music are used in teacher-selected examples: Work songs, Cowboy songs, Square dances, Spirituals, Ragtime, Blues</p> <p>Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage</p>	<p>Describe how elements of music are used in teacher-selected examples: Secular/sacred, Multicultural music, American/patriotic songs, Opera, Ballet</p>
<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> <li>• Play party</li> <li>• Folk dances/folk music</li> <li>• National anthem</li> </ul> <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	<p>Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events: Work songs, Cowboy songs, Square dances, Spirituals, Ragtime, Blues</p> <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	<p>Describe the function of music in various settings and cultural events: Secular/sacred, Multicultural music, American/patriotic songs, Opera, Ballet</p> <p>Document understanding of musical experiences through writing samples or illustrations</p>
<p>Identify responsibilities of a *<b>composer</b> and conductor</p>	<p>Identify available music-related careers in a given setting in the community</p> <p>Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.</p>	<p>Identify available music-related careers in a given setting</p>

## Missouri Learning Standards Health/PE

Sixth Grade	Seventh Grade	Eighth Grade
<p>Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions)</p> <p>Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss)</p>		
<p>Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep)</p>	<p>Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)</p>	<p>Explain ways in which the muscular and other body systems work together</p>
<p>Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine)</p>	<p>Identify the different types of bones (i.e., long, flat, wide, short, and curved) and their functions (mineral storage, calcium, red blood cells, growth plates)</p>	
<p>Identify the major components and functions of the integumentary system (i.e., skin, hair, nails)</p>	<p>Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)</p>	<p>Formulate ways to protect skin from environmental damage</p> <p>Explain ways in which the integumentary system works with the sensory organs</p> <p>Recognize the importance of self and regular check-ups for skin abnormalities</p>
<p>Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity)</p> <p>Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)</p>	<p>Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life</p>	<p>Identify the types of blood vessels (i.e., arteries, veins, capillaries)</p> <p>Identify the chambers of the heart (i.e., atrium, ventricle)</p> <p>Identify types of blood cells (i.e., red, white, platelets)</p> <p>Explain ways in which the cardio-respiratory system interacts with other systems</p>
<p>Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis)</p> <p>Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)</p>	<p>Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries</p>	

<b>Sixth Grade Health cont.</b>	<b>Seventh Grade Health cont.</b>	<b>Eighth Grade Health cont.</b>
Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves)	Define and distinguish between short-term and long-term memory	Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, and learning)
Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)	Explain ways in which the digestive and other body systems work together
	Label the major components (i.e., kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body)	Explain ways in which the urinary/excretory works with other body systems
	Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)	Explain ways in which the endocrine and nervous systems work together
	Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)	Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty
	Describe how to keep the immune system healthy and explain the principles of vaccination and immunization	
		Identify how family, friends, and culture can influence personal health practices and decisions
Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service)	Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them	Recognize situations where the perspective of others may differ from your own
Evaluate the importance of effective listening skills in building and maintaining relationships		Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down)
Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails)	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care)		

<b>Sixth Grade Health cont.</b>	<b>Seventh Grade Health cont.</b>	<b>Eighth Grade Health cont.</b>
Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age)		Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth)
Identify components of health related fitness		Distinguish individual strengths and weaknesses in health-related fitness
Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water)	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices  Describe the relationship between food intake and energy	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)  Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention)	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety	Use the MyPyramid.gov website to construct a balanced menu  Describe and assess the relationship of family preferences and culture to food choices
Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients)		Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
	Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food)	
Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats)		Summarize the relationship between food intake and physical activity
	Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)	
		List five rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education  Identify consumer health problems in your community
	Compare and contrast community helpers and agencies who can provide assistance for specific health issues or problems (e.g., firemen, policemen, paramedics, American Heart Association)	

Sixth Grade Health cont.	Seventh Grade Health cont.	Eighth Grade Health cont.
Identify the five steps of the decision making process: 1. What is the problem? 2. What are my choices? 3. What are the pros and cons of each choice? 4. How important are the consequences of each choice? 5. Which is the best choice?	Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)	Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise)
Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence)	Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution	
	Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations	Establish short and long term goals for a specific health issue
Describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions(e.g., ask a trusted adult, make a plan of action, exercise, speak up)  Differentiate positive and negative stress and how they can affect a person	Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)	Describe the short and long term effects of stress on the body
Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm)  Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status)	Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults)  Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)	Devise a plan to reduce the risk of becoming a victim of violence, include violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, don't talk to strangers)
Classify communicable and non-communicable diseases into the appropriate category	Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors
Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells)	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)	
Define pathogen and identify three major types (i.e., bacteria, virus, fungi)	Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification)	

<b>Sixth Grade Health cont.</b>	<b>Seventh Grade Health cont.</b>	<b>Eighth Grade Health cont.</b>
Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids	Describe how HIV affects the immune system	List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection
Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove)	Assess personal environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling caller parents are out)	Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors
Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?)	Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, and heat exhaustion)	Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing)
	Predict the outcome when safety equipment is used/not used in physical activity	
Apply safe practices and procedures in and around water	Explain the cause and effect of following water safety rules	
	Classify substances in the home according to proper and improper usage (e.g., bleach is for cleaning and not for ingesting; vitamins are one a day and not several a day)	
Recognize the role of medication in treating an illness	Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely (e.g., treat illness, prevent health problems)	Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal)
Describe how TAOD affects the way a person thinks, feels, and acts	Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous)	Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD
Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances	Analyze the effects of choosing healthy alternatives rather than using or abusing substances	
Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports)		
Recognize different types of pollution and how they affect one's health (noise, water, air, land)	Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of second hand smoke	
Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse) and recognize that there are laws and regulations designed to promote and protect community and environmental health	Identify actual or potential risks factors and reduction methods within the environment that can affect one's health (e.g., wearing sunscreen, having parent change furnace filter)	Develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one's personal health

<b>Sixth Grade Physical Education</b>	<b>Seventh Grade Physical Education</b>	<b>Eighth Grade Physical Education</b>
<p>Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)</p> <p>Identify health related fitness components</p>	<p>Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)</p> <p>Set personal fitness goals</p>	<p>Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power)</p> <p>Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge)</p>
<p>Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control)</p>	<p>Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)</p> <p>Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing)</p>	<p>Analyze food choices and the relationship between physical activity and food intake</p> <p>Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings)</p>
<p>Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands)</p>	<p>Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15-minute jog)</p>	<p>Explain the effects of aerobic and anaerobic activity (e.g., aerobic – heavy breathing, anaerobic – muscle fatigue)</p>
<p>Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)</p>	<p>Recognize what systems work together to move your body (e.g., muscular and skeletal)</p>	<p>Identify the major function of these four body systems (circulatory – blood flow; respiratory – oxygen; muscular – strength and motor performance; skeletal – body support)</p> <p>Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)</p>
<p>Demonstrate respect for all students regardless of individual differences in skills and abilities</p>	<p>Apply rules and procedures to activities</p>	<p>Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)</p>
<p>Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention</p>	<p>Identify safe and unsafe situations and respond appropriately</p>	<p>Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each</p>
<p>Recognize body signals that indicate injury and seek assistance</p>		<p>Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance</p>
<p>Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)</p>	<p>Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)</p>	<p>Demonstrate sport-specific manipulative skills in games and modified sports activities</p>
<p>Demonstrate combination of tumbling skills</p> <p>Demonstrate basic inverted balances (e.g., tripod, headstand)</p>		<p>Demonstrate a tumbling routine and analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion</p>

<b>Sixth Grade Physical Education cont.</b>	<b>Seventh Grade Physical Education cont.</b>	<b>Eighth Grade Physical Education cont.</b>
Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space)	Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)	Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)  Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)
Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations	Apply fundamental and specialized skills in game situations	Apply fundamental and specialized skills in game situations with increased proficiency
Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)	Identify the proper techniques of specialized skills (e.g., law of opposition)	Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner
Demonstrate a variety of sport specific lead-up games		Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games
Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; parallel/even and uneven bars – under bar activities; horizontal bar – front support; spring board – jump and land)	Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety)	
Define and differentiate between tempo and beat		Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns
Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)		Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger)
Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers)		Create simple rhythmic routines using fundamental movement skills in partner and small group situations
Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance  Demonstrate simple dance mixers (changing partner)	Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance	Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka)
		Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp – USA)

## Missouri Learning Standards Art

Sixth Grade	Seventh Grade	Eighth Grade
Layer two or more colors using crayon, colored pencil, or oil pastel	Create light, medium, and dark values using pencil	Create texture or surface quality using any drawing media
Apply paint in even strokes to create a watercolor/thinned tempera wash.  Paint lines and fill in shapes with even color using tempera	Apply watercolor paint to wet areas to blend color (wet-on-wet technique)  Using tempera paints, add color to white to create a tint  Using tempera paints, add black to a color create a shade	Mix a variety of hues to create new colors  Apply layers of watercolor paint from lightest to darkest colors  Using tempera paints, produce a sharp, clear edge between areas of colors
Demonstrate an additive process (e.g., string, cardboard, glue, found objects)	Create a fiber weaving using a simple loom (e.g., cardboard, straws, paper plate)	Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images
Manipulate paper to create forms (in-the- round)  Cut a symmetrical shape from a folded piece of paper  Modeling with clay or a similar material: Create applied and impressed textures	Build or layer materials to create a relief  Apply a variety of paper folding techniques  Modeling with clay or a similar material; Make organic forms	Combine simple forms to create a complex object/form (in-the-round)  Use paper joining techniques such as tabs and slits  Modeling with clay or a similar material: Build a form using a coil techniques
Figure: Create an original artwork of a figure in an action pose  Landscape: Create an original cityscape  Non-Objective: Create an original artwork using line, shape and color	Portrait: Create facial features in correct proportion  Exaggerate, distort, or simplify features to create an abstract portrait  Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life  Landscape: Create an original seascape	Portrait: Create a portrait from observation  Still Life: Create a still life from observation that shows the illusion of form  Landscape: Create an original outdoor scene to show the illusion of space
Create a container (e.g., paper box, clay pot, fiber basket)	Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card)	Create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)
Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> <li>• Community</li> <li>• Group identity (e.g., family, classroom, groups, scouts, sports teams)</li> </ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> <li>• Missouri</li> <li>• The Environment</li> <li>• Time (e.g., past, present, future)</li> </ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> <li>• United States</li> <li>• Patriotism</li> <li>• World</li> <li>• Time (e.g., past, present, future)</li> </ul>

<b>Sixth Grade Art cont.</b>	<b>Seventh Grade Art cont.</b>	<b>Eighth Grade Art cont.</b>
Identify and use horizontal, vertical, and diagonal lines	Identify and use outlines	Identify and use contour lines
Differentiate between shapes and forms	Identify and use organic (freeform) shapes	Identify and use symbolic shapes
Identify and demonstrate sculpture-in-the-round	Identify and demonstrate relief sculpture  Identify and use organic form	Identify and use the illusion of form: cube, sphere, cylinder, and cone
Identify and use invented textures		Identify and use implied or simulated textures
Identify and use warm and cool colors	Identify and use tints and shades	Identify and use intermediate and neutral colors  Identify the arrangement of colors on a color wheel
	Identify and demonstrate a value scale	
Identify and use middle ground, overlapping, and change of size to create illusion of space	Identify and use placement and change in detail to create illusion of space  Identify and use positive and negative space	Identify and use converging lines to create the illusion of space  Identify and use a single horizon line
Identify and use symmetrical (formal) balance	Identify and use radial balance	Identify and use asymmetrical (informal) balance
	Identify and create center of interest (focal point)	
Identify and use size contrast	Identify and use value contrast	Identify and use texture contrast
Not assessed at this level	Identify realistic facial proportions	Identify and use relative size (realistic scale)
Compare different responses students may have to the same artwork	Discuss and develop answers to questions about art, such as: • What is art? • What is beauty?	Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?
Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes	Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions	Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view
Compare the art and music of a particular culture	Explain how a play or skit could be inspired by a work of art (e.g., painting or statue)	Compare a work of art to a work of music
Explain how the math principle of symmetry is used in art	Explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri	Explain how American artists expressed the idea of patriotism
Identify works of art from: • United States • Europe (Realistic) • Africa	Identify works of art from: • United States (Realistic: Missouri, Westward Expansion) • Europe (Abstract)	Identify works of art from: • United States (Painting, Architecture) • Europe (Painting, Architecture)
Compare and contrast two artworks on: Subject matter, Media, Use of line, color, shape, and texture, Theme, Purpose of art in culture, Place	Compare and contrast two artworks on: Subject matter, Media, Use value and space, Theme, Purpose of art in culture, Place	Compare and contrast two artworks on: Time, Place, Subject matter, Media, Use of elements, Theme, Purpose of art in culture, Use of materials and technology

Title I buildings must also have a school/student/parent compact. This compact outlines the steps the students, parents, and the school will take to help students be successful. Please sign the last page of this handbook and return it to school for our Title I records.

**Kingston K-14 District  
District/School/Parent/Student Compact  
Please retain this document for your records**

**School-Parent Compact**

Kingston K-14 and the parents and students participating in activities, services, and programs funded by Title I, Part A of the Junior High and Secondary Education Act (ESEA), agree that this compact outlines how the district, parents, students and the school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

*This district-school-student-parent compact is in effect during the 2018-2019 school year.*

**District Responsibilities**

The Staff of Kingston K-14 will:

**Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Missouri's student academic achievement standards as follows:**

- Provide an orderly classroom and safe school environment;
- Develop programs and activities which will respond to the social, emotional, personal, and physical developmental needs of each student;
- Provide an environment that allows for positive communication between the parent, teacher, and student.

**Hold parent-teacher conferences to discuss an individual child's achievement.**

- At the end of the first quarter
- Any other time during the school year as requested by the teacher and/or parent, as many times as needed.

**Provide parents with frequent reports on their children's progress. At minimum, this will include, but not be limited to:**

- Graded class work
- 4 Mid-quarter reports and 4 quarterly report cards
- MAP testing scores

**Provide parents reasonable access to staff by providing:**

- Teacher plan times, room extension information, email addresses, and web pages

**Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:**

- Parents are invited to attend assemblies and recognition programs.
- Parents are encouraged to volunteer in the classroom.

**Staff will be available for consultation with parents as follows:**

If a parent wishes to discuss their child's progress at length, scheduled appointments or phone calls are most appreciated. While brief discussions may take place during the school day, parents are asked to refrain from trying to discuss their child at the beginning of class or at any time other children or parents are present.

**Kingston Junior High Staff Responsibilities**

The Staff of Kingston Junior High School will:

- Work with students, parents, and staff members to encourage participation in activities, services, and programs funded by Title 1.
- Provide a high quality-curriculum and instruction in a supportive and effective learning environment that enables students to meet Missouri's student academic achievement standards.

- Provide safe and orderly classrooms to help ensure student success not only academically but also social, emotional, personal and physical development.
- Provide an environment that allows for positive communication between student, parent and staff.
- Have parent-teacher conferences to discuss individual student achievement. These conferences will take place at the end of first quarter for all students. An additional conference will be held at the end of third quarter for students to address specific concerns. The additional conference may be scheduled by staff or parents. The school staff will also meet with parents other times throughout the year as many times as needed.
- Provide parents with frequent reports on their child's progress. This will include graded classwork, 3 week progress reports, quarterly report cards, reading reports, MAP test scores, and communication in student planners.
- Provide parents with access to the staff by providing teacher plan times, making room extensions and e-mail addresses public to parents.
- Provide parents the opportunity to volunteer and participate in their child's class. Parents who wish to volunteer in classrooms must meet the volunteer requirement established by the school district. Parents are invited to attend assemblies and recognition programs.

### **Parent/Guardian Responsibilities**

We, as parents/guardians, will support our children's learning in the following ways:

- Monitor attendance and send my child to school each day on time and prepared with all materials.
- Check my child's work and homework on a regular basis.
- Provide my child with suitable study conditions and support at home.
- Promote positive use of my child's extracurricular time.
- Communicate with my child's teachers when I am concerned about my child's work or health.
- Stay informed about my child's education and communicate with the school by promptly
- Reading all notices from the school either received by my child or by mail and responding as appropriate.

### **Student Responsibilities**

I will share the responsibility to improve my academic achievement and achieve the State's high standards.

Specifically, I will:

- Come to school on time and ready to learn.
- Pay attention to my teachers, tutors, and family and ask for help when needed.
- Complete my homework on time in a thorough and legible manner.
- Welcome help from my family on homework and assignments.
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Return any signed homework and notices/papers to school on time.
- Ask my family to read with or to me for at least 15/20 minutes each day, five days a week.

**Missouri Department of Elementary and Secondary Education  
Every Student Succeeds Act of 2015 (ESSA)  
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs<sup>1</sup> that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

<b>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</b>	
<b>General Information</b>	
<ol style="list-style-type: none"> <li>1. What is a complaint under ESSA?</li> <li>2. Who may file a complaint?</li> <li>3. How can a complaint be filed?</li> </ol>	
<b>Complaints filed with LEA</b> <ol style="list-style-type: none"> <li>4. How will a complaint filed with the LEA be investigated?</li> <li>5. What happens if a complaint is not resolved at the local level (LEA)?</li> </ol>	<b>Complaints filed with the Department</b> <ol style="list-style-type: none"> <li>6. How can a complaint be filed with the Department?</li> <li>7. How will a complaint filed with the Department be investigated?</li> <li>8. How are complaints related to equitable services to nonpublic school children handled differently?</li> </ol>
<b>Appeals</b>	
<ol style="list-style-type: none"> <li>9. How will appeals to the Department be investigated?</li> <li>10. What happens if the complaint is not resolved at the state level (the Department)?</li> </ol>	

**1. What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

**2. Who may file a complaint?**

Any individual or organization may file a complaint.

**3. How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

**4. How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

**5. What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

<sup>1</sup> Programs include Title I, A, B, C, D; Title II; Title III; Title IV-A; Title V

<sup>2</sup> In compliance with ESSA Title VIII- Part C, Sec. 8304(a)(3)(C)

**6. How can a complaint be filed with the Department?**

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

**7. How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

**8. How are complaints related to equitable services to nonpublic school children handled differently?**

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

**9. How will appeals to the Department be investigated?**

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

**10. What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

**Kingston K-14 District**  
**Verification of Receipt-Please return to school**

Your signature below verifies you received a copy of the Title I Junior High Handbook containing:

- The District Parent Involvement Policy
- The Building Parent Engagement Policy
- The Statement of Certification
- A description of assessments used in grades 3-5
- The Missouri Grade Level Expectations for ELA, Math, Science, Social Studies, PE, Health, Music, and Art
- ESSA Complaint Procedures
- School/Parent/Student Compact

Please sign this page and return for our Title I records.

Kingston District Representative: Dr. Maria Boyer

Date: 08/14/18

Kingston Building Representative: Dr. Jenny Boyster

Date: 08/14/18

Parent Signature \_\_\_\_\_

Date:

Student Signature \_\_\_\_\_

Date: