

# CALIFORNIA STATE BOARD ADOPTED STANDARDS

## EIGHTH GRADE

English/Language Arts

Mathematics

History/Social Science

Science

Physical Education

Visual & Performing Arts

**Compiled by**

*Shoob Photography*

# ENGLISH/LANGUAGE ARTS

## READING

### 1.0 Word Analysis, Fluency, & Systematic Vocab Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and understand the precise meaning of grade-level-appropriate words.

#### Vocabulary and Concept Development

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

### 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

#### Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.2 Analyze text that uses proposition and support patterns.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

#### Expository Critique

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

### 3.0 Literary Response & Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

#### Structural Features of Literature

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

#### Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

#### Literary Criticism

- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

# ENGLISH/LANGUAGE ARTS

## WRITING

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

#### Research and Technology

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

#### Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

### 2.0 Writing Applications (Genres & Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

- 2.1 Write biographies, autobiographies, short stories, or narratives:
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, or the writer's attitude about, the subject.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Write responses to literature:
  - a. Exhibit careful reading and insight in their interpretations.
  - b. Connect the student's own responses to the writer's techniques and to specific textual references.
  - c. Draw supported inferences about the effects of a literary work on its audience.
  - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 2.3 Write research reports:
  - a. Define a thesis.
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:
  - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
  - b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
  - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 2.5 Write documents related to career development, including simple business letters and job applications:
  - a. Present information purposefully and succinctly and meet the needs of the intended audience.
  - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
- 2.6 Write technical documents:
  - a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
  - b. Include all the factors and variables that need to be considered.
  - c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

# ENGLISH/LANGUAGE ARTS

## Written & Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written & Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### Sentence Structure

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

#### Grammar

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

#### Punctuation and Capitalization

- 1.5 Use correct punctuation and capitalization.

#### Spelling

- 1.6 Use correct spelling conventions.

## LISTENING & SPEAKING

### 1.0 Listening & Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### Comprehension

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

#### Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
  - a. Reconsider and modify the organizational structure or plan.
  - b. Rearrange words and sentences to clarify the meaning.

#### Analysis and Evaluation of Oral and Media Communications

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

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## 2.0 Speaking Applications (Genres & Their Characters)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
  - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Deliver oral responses to literature:
  - a. Interpret a reading and provide insight.
  - b. Connect the students' own responses to the writer's techniques and to specific textual references.
  - c. Draw supported inferences about the effects of a literary work on its audience.
  - d. Support judgments through references to the text, other works, other authors, or personal knowledge.
- 2.3 Deliver research presentations:
  - a. Define a thesis.
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and record information on charts, maps, and graphs.
- 2.4 Deliver persuasive presentations:
  - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
  - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
- c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
- d. Maintain a reasonable tone.
- 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

# MATHEMATICS

The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven. In this section strands are not used for organizational purposes as they are in the elementary grades because the mathematics studied in grades eight through twelve falls naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses; others teach it in an integrated fashion. To allow local educational agencies and teachers flexibility in teaching the material, the standards for grades eight through twelve do not mandate that a particular discipline be initiated and completed in a single grade. The core content of these subjects must be covered; students are expected to achieve the standards however these subjects are sequenced.

Standards are provided for algebra I, geometry, algebra II, trigonometry, mathematical analysis, linear algebra, probability and statistics, Advanced Placement probability and statistics, and calculus. Many of the more advanced subjects are not taught in every middle school or high school. Moreover, schools and districts have different ways of combining the subject matter in these various disciplines. For example, many schools combine some trigonometry, mathematical analysis, and linear algebra to form a precalculus course. Some districts prefer offering trigonometry content with algebra II.

Table 1, “Mathematics Disciplines, by Grade Level,” reflects typical grade-level groupings of these disciplines in both integrated and traditional curricula. The lightly shaded region reflects the minimum requirement for mastery by all students. The dark shaded region depicts content that is typically considered elective but that should also be mastered by students who complete the other disciplines in the lower grade levels and continue the study of mathematics.

Table 1  
Mathematics Disciplines, by Grade Level

Discipline	Grades				
	Eight	Nine	Ten	Eleven	Twelve
Algebra I					
Geometry					
Algebra II					
Probability and Statistics					
Trigonometry					
Linear Algebra					
Mathematical Analysis					
Advanced Placement Probability and Statistics					
Calculus					

Many other combinations of these advanced subjects into courses are possible. What is described in this section are standards for the academic content by discipline; this document does not endorse a particular choice of structure for courses or a particular method of teaching the

mathematical content.

When students delve deeply into mathematics, they gain not only conceptual understanding of mathematical principles but also knowledge of, and experience with, pure reasoning. One of the most important goals of mathematics is to teach students logical reasoning. The logical reasoning inherent in the study of mathematics allows for applications to a broad range of situations in which answers to practical problems can be found with accuracy.

By grade eight, students’ mathematical sensitivity should be sharpened. Students need to start perceiving logical subtleties and appreciate the need for sound mathematical arguments before making conclusions. As students progress in the study of mathematics, they learn to distinguish between inductive and deductive reasoning; understand the meaning of logical implication; test general assertions; realize that one counterexample is enough to show that a general assertion is false; understand conceptually that although a general assertion is true in a few cases, it is not true in all cases; distinguish between something being proven and a mere plausibility argument; and identify logical errors in chains of reasoning.

Mathematical reasoning and conceptual understanding are not separate from content; they are intrinsic to the mathematical discipline students master at more advanced levels.

## ALGEBRA I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

- 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
- 1.1 Students use properties of numbers to demonstrate whether assertions are true or false.
- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 3.0 Students solve equations and inequalities involving absolute values.
- 4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as  $3(2x-5) + 4(x-2) = 12$ .



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- 5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- 6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).
- 7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- 13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- 14.0 Students solve a quadratic equation by factoring or completing the square.
- 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
- 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
- 19.0 Students know the quadratic formula and are familiar with its proof by completing the square.
- 20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- 21.0 Students graph quadratic functions and know that their roots are the x-intercepts.
- 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
- 23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
- 24.0 Students use and know simple aspects of a logical argument:
- 24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
- 24.2 Students identify the hypothesis and conclusion in logical deduction.
- 24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
- 25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:
- 25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
- 25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
- 25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

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## GEOMETRY

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

- 1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.
- 2.0 Students write geometric proofs, including proofs by contradiction.
- 3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.
- 4.0 Students prove basic theorems involving congruence and similarity.
- 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.
- 6.0 Students know and are able to use the triangle inequality theorem.
- 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.
- 8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- 9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.
- 10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- 11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- 12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.
- 13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.
- 14.0 Students prove the Pythagorean theorem.
- 15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.
- 16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.
- 17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.
- 18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example,  $\tan(x) = \sin(x)/\cos(x)$ ,  $(\sin(x))^2 + (\cos(x))^2 = 1$ .
- 19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.
- 20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as  $30^\circ$ ,  $60^\circ$ , and  $90^\circ$  triangles and  $45^\circ$ ,  $45^\circ$ , and  $90^\circ$  triangles.
- 21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.
- 22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.



# HISTORY/SOCIAL SCIENCE

## GRADES 6 THROUGH 8

### Historical & Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

#### Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

#### Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

#### Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

## GRADE EIGHT

### UNITED STATES HISTORY & GEOGRAPHY: GROWTH & CONFLICT

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

#### 8.1 Students understand the major events preceding the founding of the nation & relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

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2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

## 8.2 Students analyze the political principles underlying the U.S. Constitution & compare the enumerated & implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

## 8.3 Students understand the foundation of the American political system & the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

## 8.4 Students analyze the aspirations & ideals of the people of the new nation.

1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early

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decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

## 8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

## 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s & the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

## 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s & the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

## 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s & the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

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2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

## 8.9 Students analyze the early & steady attempts to abolish slavery & to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the

Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

## 8.10 Students analyze the multiple causes, key events, & complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

## 8.11 Students analyze the character & lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

# HISTORY/SOCIAL SCIENCE

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

## **8.12 Students analyze the transformation of the American economy & the changing social & political conditions in the United States in response to the Industrial Revolution.**

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.



# SCIENCE

## FOCUS ON PHYSICAL SCIENCES

### Motion

1. The velocity of an object is the rate of change of its position.

As a basis for understanding this concept:

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

### Forces

2. Unbalanced forces cause changes in velocity.

As a basis for understanding this concept:

- a. Students know a force has both direction and magnitude.
- b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
- c. Students know when the forces on an object are balanced, the motion of the object does not change.
- d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
- e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
- f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.

- g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

### Structure of Matter

3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements.

As a basis for understanding this concept:

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

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

4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution.

As a basis for understanding this concept:

- a. Students know galaxies are clusters of billions of stars and may have different shapes.
- b. Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
- c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
- d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.



# SCIENCE

- e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

## Reactions

- 5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.  
As a basis for understanding this concept:
  - a. Students know reactant atoms and molecules interact to form products with different chemical properties.
  - b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
  - c. Students know chemical reactions usually liberate heat or absorb heat.
  - d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
  - e. Students know how to determine whether a solution is acidic, basic, or neutral.

## Chemistry of Living Systems (Life Sciences)

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

## Periodic Table

- 7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.  
As a basis for understanding this concept:
  - a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases.
  - b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.

- c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

## Density and Buoyancy

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

## INVESTIGATION & EXPERIMENTATION

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

# PHYSICAL EDUCATION

## STANDARD 1

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

### Rhythmic Skills

- 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
- 1.2 Create and perform a square dance.

### Combinations of Movement Patterns and Skills

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

## STANDARD 2

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### Movement Concepts

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- 2.2 Explain the rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

### Combination of Movement Patterns and Skills

- 2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.

- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

## STANDARD 3

**Students assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

# PHYSICAL EDUCATION

## STANDARD 4

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- 4.3 Identify ways of increasing physical activity in routine daily activities.
- 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

## STANDARD 5

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### **Self-Responsibility**

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fit-ness.

### **Social Interaction**

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

### **Group Dynamics**

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

# VISUAL & PERFORMING ARTS

## DANCE

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

#### **Development of Motor Skills, Technical Expertise, and Dance Movements**

- 1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.
- 1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.
- 1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

#### **Comprehension and Analysis of Dance Elements**

- 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.

#### **Development of Dance Vocabulary**

- 1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

#### **Creation/Invention of Dance Movement**

- 2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.
- 2.2 Expand and refine a personal repertoire of dance movement vocabulary.

#### **Application of Choreographic Principles and Processes to Creating Dance**

- 2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).

- 2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

#### **Communication of Meaning Through Dance Performance**

- 2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.
- 2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

#### **Development of Partner and Group Skills**

- 2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

### 3.0 HISTORICAL & CULTURAL CONTEXT

#### **Understanding the Historical Contributions and Cultural Dimensions of Dance**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

#### **Development of Dance**

- 3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.

#### **History and Function of Dance**

- 3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).

#### **Diversity of Dance**

- 3.3 Describe the roles of males and females in dance in the United States during various time periods.

### 4.0 AESTHETIC VALUING

#### **Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

#### **Description, Analysis, and Criticism of Dance**

- 4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

#### **Meaning and Impact of Dance**

- 4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).

# VISUAL & PERFORMING ARTS

- 4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

#### Connections and Applications Across Disciplines

- 5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).
- 5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).

#### Development of Life Skills and Career Competencies

- 5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.

## MUSIC

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

#### Read and Notate Music

- 1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.

- 1.3 Transcribe aural examples into rhythmic and melodic notation.
- 1.4 Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).

#### Listen to, Analyze, and Describe Music

- 1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
- 1.6 Describe larger musical forms (e.g., symphony, tone poem).
- 1.7 Explain how musical elements are used to create specific music events in given aural examples.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

#### Apply Vocal or Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).
- 2.2 Sing music written in two, three, or four parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).

#### Compose, Arrange, and Improvise

- 2.4 Compose short pieces in duple, triple, mixed, and compound meters.
- 2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/ electronic media.
- 2.6 Improvise melodic and rhythmic embellishments and variations in major keys.
- 2.7 Improvise short melodies to be performed with and without accompaniment.



# VISUAL & PERFORMING ARTS

## 3.0 HISTORICAL & CULTURAL CONTEXT

### Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### Role of Music

- 3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.
- 3.2 Identify and explain the influences of various cultures on music in early United States history.
- 3.3 Explain how music has reflected social functions and changing ideas and values.

#### Diversity of Music

- 3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.5 Perform music from diverse genres, cultures, and time periods.
- 3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

#### Analyze and Critically Assess

- 4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
- 4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.

#### Derive Meaning

- 4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.
- 4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a

minimum of two different musical cultures found in the United States.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

#### Connections and Applications

- 5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
- 5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

#### Careers and Career-Related Skills

- 5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

## THEATRE

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

#### Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.

#### Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.



# VISUAL & PERFORMING ARTS

- 1.3 Analyze the use of figurative language and imagery in dramatic texts.

## 2.0 CREATIVE EXPRESSION

### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

### **Development of Theatrical Skills**

- 2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville and musical theatre.

### **Creation/Invention in Theatre**

- 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

## 3.0 HISTORICAL & CULTURAL CONTEXT

### **Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

### **Role and Cultural Significance of Theatre**

- 3.1 Describe the ways in which American history has been reflected in theatre (e.g. the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

### **History of Theatre**

- 3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).

## 4.0 AESTHETIC VALUING

### **Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

### **Critical Assessment of Theatre**

- 4.1 Develop criteria and write a formal review of a theatrical production.

### **Derivation of Meaning from Works of Theatre**

- 4.2 Compare and contrast how works of theatre from

different cultures or time periods convey the same or similar content or plot.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

### **Connections and Applications**

- 5.1 Use theatrical skills to present content or concepts in other a video on cellular mitosis.

### **Careers and Career-Related Skills**

- 5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

## VISUAL ARTS

## 1.0 ARTISTIC PERCEPTION

### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts**

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### **Develop Perceptual Skills and Visual Arts Vocabulary**

- 1.1 Use artistic terms when describing the intent and content of works of art.

### **Analyze Art Elements and Principles of Design**

- 1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.
- 1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

## 2.0 CREATIVE EXPRESSION

### **Creating, Performing, and Participating in the Visual Arts**

# VISUAL & PERFORMING ARTS

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

## **Skills, Processes, Materials, and Tools**

- 2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).
- 2.2 Design and create maquettes for three-dimensional sculptures.

## **Communication and Expression Through Original Works of Art**

- 2.3 Create an original work of art, using film, photography, computer graphics, or video.
- 2.4 Design and create an expressive figurative sculpture.
- 2.5 Select a medium to use to communicate a theme in a series of works of art.
- 2.6 Design and create both additive and subtractive sculptures.
- 2.7 Design a work of public art appropriate to and reflecting a location.

## 3.0 HISTORICAL & CULTURAL CONTEXT

### **Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### **Role and Development of the Visual Arts**

- 3.1 Examine and describe or report on the role of a work of art created to make a comment or protest social conditions.
- 3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

#### **Diversity of the Visual Arts**

- 3.3 Identify major works of art created by women and describe the impact of those works on society at that time.
- 3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.

## 4.0 AESTHETIC VALUING

### **Responding to, Analyzing, and Making Judgments About Works in the Visual Arts**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

## **Derive Meaning**

- 4.1 Define their own points of view and investigate the effects on their interpretations of art from cultures other than their own.
- 4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.
- 4.3 Construct an interpretation of a work of art based on the form and content of the work.

## **Make Informed Judgments**

- 4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.
- 4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.
- 4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

#### **Connections and Applications**

- 5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.
- 5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

#### **Visual Literacy**

- 5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

#### **Careers and Career-Related Skills**

- 5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

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