# HARRISBURG SCHOOL DISTRICT

## Office of Curriculum & Instruction

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Dear Parents/Guardians,

The education field is a constantly changing environment, with many unique facets not seen in other areas. One thing that has always remained constant is a resolve to provide the best education possible to students of all ability levels. We feel that as a school district, Harrisburg has always been at the forefront of this philosophy and has attempted to provide as many pathways as possible to allow students to reach their potential.

For those of you who have lived in the district for a few years, you are aware that standards-based grading has been an ongoing practice in our elementary schools. We believe that this approach to grading is an extremely powerful tool for informing students, parents, and teachers about the individual academic needs and abilities of each student. As such, we made the decision last year to adopt the standards-based grading system in 6th-8th grades starting in the fall of 2016. This approach carries with it all of the advantages of our elementary system, but will integrate additional elements to better fit the middle school environment, and to prepare students for the evaluation processes they will experience in high school, college, and various careers.

To provide parents with as much information as possible, we offered multiple avenues for gaining information over the past six months. This included school board and parent meetings, letters, emails, and individual parent meetings. However, we appreciate the fact that some may not have had the opportunity to participate in these sessions. For more information, we have a couple of options for you:

1) A full student/parent guidebook is now available on our middle school websites under both the "Parent-Public" and "Students" tabs. This guidebook explains the philosophy of standards-based grading, provides information on how to access live student progress reports, provides an explanation of the grading scale, and includes a full catalog of standards by which students will be evaluated in each course. A link to each school website is provided here:

   North Middle School: http://northmiddleschool.harrisburgdistrict41-2.org
   South Middle School: http://southmiddleschool.harrisburgdistrict41-2.org

2) We have included in this communication an abbreviated summary of our grading policy to help you better understand your child's report card. We strongly believe that this student profile gives a much more informative picture of student performance than our previous reports, and are excited to share it with you.

If you have any questions or concerns, please feel free to contact the district at any time and we would be happy to address them.

Thank you – we look forward to working with you and your child to provide them the best education possible!

Sincerely,

Dr. Michael Amolins
6-12 Curriculum Director
Harrisburg School District

For advanced 8th grade courses, students will be evaluated using the middle school standards-based grading process described above. However, the high school grading scale will be used to determine the letter grade they will receive on their high school transcript. Students must achieve the minimum percentage threshold in *each* of the course standards in order to earn the respective letter grade (see Table 2).

**Table 2. High School Grading Scale**

| Grade | Percentage Required on *every* standard |
|---|---|
| A | 93–100 |
| A- | 92–93 |
| B+ | 90–91 |
| B | 86–89 |
| B- | 84–85 |
| C+ | 82–83 |
| C | 77–81 |
| C- | 75–76 |
| D+ | 73–74 |
| D | 70–72 |
| D- | 68–69 |
| F | 67 or below |

- Students must achieve the desired percentage on *every* standard in order to earn the respective high school letter grade.
- Students not achieving the desired percentage on every standard will receive the next highest high school letter grade.
- Students will earn a weighted 4.2 scale GPA for each advanced course credit earned.

# Harrisburg Middle Schools
# Standards-Based Grading

## Student/Parent Guide

*Providing informed instruction that will afford students the opportunity to reach their potential.*

| | |
|---|---|
| Superintendent | Mr. Jim Holbeck |
| Secondary Curriculum Director | Dr. Michael Amolins |
| Principals | Mr. Micah Fesler (NMS) |
| | Mr. Darren Ellwein (SMS) |
| Assistant Principals | Mr. Ross Rollinger (NMS) |
| | Mr. Brad Hartzler (SMS) |
| Counselors | Mrs. Krista Groenewig (NMS) |
| | Mrs. Betsy Atwood (SMS) |

# A Vision For Instruction

***What is standards-based grading?***

Standards-based grading is a method by which students, parents, and educators receive the assessment information necessary to guide students towards their potential in each course of study. By providing a detailed report in which students are assessed by content standards (topics) within each course, rather than being given an overall grade, we can more accurately communicate areas of strength as well as areas needing improvement. Students, parents, and educators then have the ability to work together as a team to make informed decisions regarding a student's individual needs.

***Why do we assess student performance?***

- ***Communication*** of student academic status to students, parents, and teachers.
- ***Encouragement*** and incentive to learn.
- ***Provision*** of information that will allow for informed decision-making: student ***and*** teacher pathways, assistance, and diagnostics.
- ***Measurement*** of growth for students, classes, and standards.

***When are assessments the most effective?***

- Clear descriptions and expectations of performance are both given and assessed.
- All assessments of learning are meaningful and of high quality.
- Growth is not overly compacted or summarized into a grade.
- Standards are evaluated and bound in evidence.
- All assessments and activities have purpose, are engaging, and address individual needs and skill sets to allow for all students to reach their potential.

***When are assessments the least effective?***

- Grades are distorted to inflate achievement.
    - Extra Credit
    - Group Scores
    - Attendance
    - Behavior
- Grades are based only in low-level (basic) assessments or invalid/unreliable evidence.
    - No assessment of higher order thinking.
    - The assessment does not measure what it is intended or thought to measure.
    - The assessment does not provide enough information to truly examine a given standard of assessment.
- Grades result from unbalanced calculation.
    - Poor weighting of various assessments and activities.
- Grades do not support the learning process.
    - Students are not given timely feedback.
    - Students are not provided opportunities for reflection and correction of previously completed work.

The Harrisburg School District supports a learning environment in which *every* student is given the opportunity to be successful, to be challenged, and to be supported. Through standards-based grading, it is our hope to provide such an environment by targeting specific content areas for assessment. Each student will be able to develop a unique learner profile in which they better understand their academic strengths and areas in need of improvement. Combined with a support system from our staff and from home, our hope is to develop well-rounded students capable of being successful in all aspects of their lives.

# The Grading Process

In pure standards-based grading, students are evaluated through rubric-based mastery of content at the end of an instructional window, and do not receive grades for daily activity. While students are formatively (informally) assessed by their teachers on a daily basis, this approach allows students much more flexibility and comfort to grow towards mastery without feeling the pressures of daily assessment. In a middle school environment, we feel an obligation to prepare our students for some of the expectations they will experience in high school, college, and careers. For that reason, we have combined standards-based grading with a more traditional grading scale to produce a system that carries both the benefits of standards-based grading described previously, and exposes them to performance expectations that they will experience throughout the rest of their lives. In this sense, students truly get the best of both worlds.

# Reporting of Grades

Students will receive marks for work on various activities completed in a given course: projects, daily work, quizzes, tests, etc. Within each assessment, points will be assigned by the teacher to a given course content standard, or category, for which they are responsible for mastering. As students progress through the course, they (along with their parents and teachers) will have access to a live online reporting system (Figure 1, Parent Portal) that will allow them to view student progress in each content standard. This will include a list of individual assignments, due dates, and scores categorized by standard. In addition, students and parents will also receive teacher feedback in order to better understand their current grades. At the end of each term, report cards will also be available through Parent Portal, providing a summary of student progress in all courses that the student is enrolled (Figure 2).

# Figure 1. Example of Live Grading Report Parent Portal

View as Portal User

| Standards Summary | |
|---|---|
| **Legend:** Final Grade In-Progress Grade Grade Not Available Yet | |
| **Grading Task** | **Course Grade Year** |
| Understand ratio concepts and use ratio reasoning to solve problems. | M 93.33% |
| Apply & extend previous understandings of multiplication & division to fractions | E 75% |
| Compute fluently w/ multi-digit numbers and find common factors & multiples | |
| Apply & extend understandings of numbers to the system of rational numbers | |
| Apply & extent understandings of arithmetic to algebraic expressions | |
| Reason about and solve one-variable equations and inequalities | |
| Represent & analyze quantitative relationships between dependent & independent variables | |
| Solve problems involving area, surface area, and volume | |
| Develop understanding of statistical variability | |
| Summarize and describe distributions | |

| Grading Task Summary | |
|---|---|
| **Legend:** Final Grade In-Progress Grade Grade Not Available Yet | |
| **Grading Task** | **Course Grade Year** |
| Course Grade | P 84.16% |

**Year Understand ratio concepts and use ratio reasoning to solve problems. Detail**

**Category: Daily Work**

| Name | Due Date | Assigned Date | Score | Turned In | Comments |
|---|---|---|---|---|---|
| Daily Work 1 | 08/25/2016 | 08/25/2016 | 70 | | |

**Year Apply & extend previous understandings of multiplication & division to fractions Detail**

**Category: Daily Work**

| Name | Due Date | Assigned Date | Score | Turned In | Comments |
|---|---|---|---|---|---|
| Daily Work 2 | 08/25/2016 | 08/25/2016 | 15 | | |

**Year Compute fluently w/ multi-digit numbers and find common factors & multiples Detail**

This Standard has no assignments assigned to it.

**Year Apply & extend understandings of numbers to the system of rational numbers Detail**

This Standard has no assignments assigned to it.

**Year Apply & extent understandings of arithmetic to algebraic expressions Detail**

This Standard has no assignments assigned to it.

**Year Reason about and solve one-variable equations and inequalities Detail**

This Standard has no assignments assigned to it.

**Year Represent & analyze quantitative relationships between dependent & independent variables Detail**

This Standard has no assignments assigned to it.

# Figure 2. Example of Student Report Card

| Academic Performance Level for Middle School Standards Based | | | | |
|---|---|---|---|---|
| **Name** | Meets Standard | Progressing | Emerging | Standard Not Met |
| **Score** | M | P | E | N |

| 6TH GRADE MATH | |
|---|---|
| | Term |
| | Year |
| **RATIOS AND PROPORTIONAL RELATIONSHIPS** | |
| Understand ratio concepts and use ratio reasoning to solve problems. | |
| **THE NUMBER SYSTEM** | |
| Apply & extend previous understandings of multiplication & division to fractions | |
| Compute fluently w/ multi-digit numbers and find common factors & multiples | |
| Apply & extend understandings of numbers to the system of rational numbers | |
| **EXPRESSIONS AND EQUATIONS** | |
| Apply & extent understandings of arithmetic to algebraic expressions | |
| Reason about and solve one-variable equations and inequalities | |
| Represent & analyze quantitative relationships between dependent & independent variables | |
| **GEOMETRY** | |
| Solve problems involving area, surface area, and volume | |
| **STATISTICS AND PROBABILITY** | |
| Develop understanding of statistical variability | |
| Summarize and describe distributions | |

| 7TH GRADE MATH | |
|---|---|
| | Term |
| | Year |
| **RATIOS AND PROPORTIONAL RELATIONSHIPS** | |
| Analyze proportional relationships and use them to solve real-world and mathematical problems | |
| **THE NUMBER SYSTEM** | |
| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers | |
| **EXPRESSIONS AND EQUATIONS** | |
| Use properties of operations to generate equivalent expressions | |
| Solve real-life and mathematical problems using numerical and algebraic expressions and equations | |
| **GEOMETRY** | |
| Draw, construct, and describe geometrical figures and describe the relationships between | |

| 7TH GRADE MATH | |
|---|---|
| | Term |
| | Year |
| them | |
| Solve real-life and mathematical problems involving angle measure, area, surface area, and volume | |
| **STATISTICS AND PROBABILITY** | |
| Use random sampling to draw inferences about population | |
| Draw informational comparative inferences about two populations | |
| Investigate chance processes & develop, use, & evaluate probability models | |

| 7TH GRADE ELA | |
|---|---|
| | Term |
| | Year |
| **READING** | |
| Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events. | |
| Analyze & interpret words, phrases, and structure to gain both technical and stylistic understanding of a text. | |
| Integrate knowledge & ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themes, topics, and evidence. | |
| Read and comprehend complex literary and informational texts independently and proficiently | |
| **WRITING** | |
| Write argumentative, informative, and narrative texts containing relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content | |
| Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing. | |
| Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | |
| **LANGUAGE** | |
| Demonstrate command of the conventions of | |

# The Grading Scale:
# Understanding Your Child's Grade Report

As stated previously, we have combined standards-based grading with a more traditional grading scale to produce a system that carries both the benefits of standards-based grading described previously, and exposes them to performance expectations that they will experience throughout the rest of their lives. While traditional percentage benchmarks will be used to distinguish between the various levels of performance, standards-based terminology will replace the traditional A through F grading scale in order to give a more detailed description of student performance (Table 1).

**Table 1. Middle School Grading Scale**

| Grade | Percentage |
|---|---|
| **Meets Standard (M)** | **90% and above** |
| **Progressing (P)** | **80 – 89.5%** |
| **Emerging (E)** | **70 – 79.5%** |
| **Standard Not Met (N)** | **69.4% and below** |
| **Incomplete (I)** | **Inadequate Work:<br>Final Grade Not Assigned** |
| **Standard Not Assessed ( )** | **No Scores in Gradebook** |

- All standards will be available for assessment during each semester, or term, of the school year.
- Standards <u>not assessed</u> during a given term will be denoted with a <u>blank</u> in the grade book.
- Students must maintain a grade of *Emerging* or higher in each course standard in order to pass the course.

For advanced 8th grade courses, students will be evaluated using the middle school standards-based grading process described above. However, the high school grading scale will be used to determine the letter grade they will receive on their high school transcript. Students must achieve the minimum percentage threshold in *each* of the course standards in order to earn the respective letter grade (see Table 2).

**Table 2. High School Grading Scale**

| Grade | Percentage Required on *every* standard |
|---|---|
| A | 93–100 |
| A- | 92–93 |
| B+ | 90–91 |
| B | 86–89 |
| B- | 84–85 |
| C+ | 82–83 |
| C | 77–81 |
| C- | 75–76 |
| D+ | 73–74 |
| D | 70–72 |
| D- | 68–69 |
| F | 67 or below |

- Students must achieve the desired percentage on *every* standard in order to earn the respective high school letter grade.
- Students not achieving the desired percentage on every standard will receive the next highest high school letter grade.
- Students will earn a weighted 4.2 scale GPA for each advanced course credit earned.

# District Content Standards By Course

Below, you will find a list of content standards being assessed in each middle school course in the Harrisburg School District. To right of each standard is listed the state education requirements being met through its assessment.

## 6th Grade

| | District Standard | State Standard |
|---|---|---|
| | **Spanish** | |
| **6.SPN.1** | Communicate in languages other than English | World Language 1.1 – 1.3 |
| **6.SPN.2** | Gain knowledge and understanding of other cultures | World Language 2.1 – 2.2 |
| **6.SPN.3** | Connect world language with other disciplines and acquire information | World Language 3.1 – 3.2 |
| **6.SPN.4** | Develop insight into the nature of language and culture | World Language 4.1 – 4.2 |
| **6.SPN.5** | Participate in multilingual communities at home & around the world | World Language 5.1 – 5.2 |
| | | |
| | **Health** | |
| **6.HE.1** | Comprehend concepts related to health promotion and disease prevention to enhance health | Health Education 1.8.1 – 1.8.9 |
| **6.HE.2** | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | Health Education 2.8.1 – 2.8.10 |
| **6.HE.3** | Demonstrate the ability to access valid information, products, and services to enhance health | Health Education 3.8.1 – 3.8.5 |
| **6.HE.4** | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks | Health Education 4.8.1 – 4.8.4 |
| **6.HE.5** | Demonstrate the ability to use decision-making skills to enhance health | Health Education 5.8.1 – 5.8.7 |
| **6.HE.6** | Demonstrate the ability to use goal-setting skills to enhance health | Health Education 6.8.1 – 6.8.4 |

| | | |
|---|---|---|
| **6.HE.7** | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks | Health Education 7.8.1 – 7.8.3 |
| **6.HE.8** | Demonstrate the ability to advocate for personal, family, and community health | Health Education 8.8.1 – 8.8.4 |
| | | |
| | **Physical Education** | |
| **6.PE.1** | Demonstrate proficiency in a variety of motor skills and movement patterns | PE S1.M1.6 – S1.M24.6 |
| **6.PE.2** | Apply knowledge of concepts, principles, strategies, and tactics to enhance movement and performance | PE S2.M1.6 – S2.M14.6 |
| **6.PE.3** | Demonstrate the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness | PE S3.M1.6 – S3.M18.6 |
| **6.PE.4** | Exhibits responsible personal and social behavior that respects self, others, and environment | PE S4.M1.6 – S4.M7.6 |
| **6.PE.5** | Recognizes the value of physcial activity for health, enjoyment, challenge, self-expression, employment opportunities, and social interaction | PE S5.M1.6 – S5.M6.6 |
| | | |
| | **Social Studies** | |
| | **World History** | |
| **6.WH.1** | Analyze how major events are chronologically connected and evaluate their impact on one another | Social Studies 6.H.1.1 – 6.H.1.2 |
| **6.WH.2** | Analyze and evaluate the impact of people, events, ideas, and symbols upon history using multiple sources | Social Studies 6.H.2.1 – 6.H.2.4 |
| **6.WH.3** | Analyze and evaluate historical events from multiple perspectives | Social Studies 6.H.3.1 |
| **6.WH.4** | Identify and evaluate the causes and effects of past, current, and potential events, issues, and problems | Social Studies 6.H.4.1 – 6.H.4.3 |
| **6.WH.5** | Develop historical research skills | Social Studies 6.H.5.1 – 6.H.5.3 |
| | **Civics/Government** | |
| **6.CG.1** | Explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of government | Social Studies 6.C.1.1 – 6.C.1.3 |

| | | |
|---|---|---|
| **6.CG.2** | Explain the historical impact of primary founding documents of various civilizations | Social Studies 6.C.2.1 |
| **6.CG.3** | Understand the ways in which a citizen can use their basic rights to influence the decisions of the republic | Social Studies 6.C.5.1 |
| | **Economics** | |
| **6.ECON.1** | Explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services | Social Studies 6.E.4.1 – 6.E.4.3 |
| | | |
| | **Current Events** | |
| **6.CE.1** | Gain an understanding and appreciation for current events | Social Studies 6.C.1.2 – 6.C.1.3, 6.C.5.1 |
| **6.CE.2** | Compare and contrast different types of media that provide the public with information on current events | Social Studies 6.H.3.1 |
| **6.CE.3** | Provides examples of how current events affect the everyday life of people, including how the reporting of these events allows for an interconnected world in real time | Social Studies 6.C.5.1 – 6.C.5.3 |
| | | |
| | **Computers** | |
| **6.CMP.1** | Use technology to research, locate, organize, evaluate, analyze, and determine the relevancy and reliability of information | Technology 6.ET.RL.1.1 – 6.ET.RL.1.2, 6.ET.RL.2.1 |
| **6.CMP.2** | Utilize technology to connect various aspects of life & solve problems | Technology 6.ET.CT.1.1, 6.ET.CT.2.1, 6.ET.CT.3.1 |
| **6.CMP.3** | Analyze the safe, ethical, legal, and societal issues related to technology | Technology 6.ET.DC.1.1 – 6.ET.DC.1.5 |
| **6.CMP.4** | Gain a functional understanding of both past and present technologies in order to optimize use of current technological systems | Technology 6.ET.OC.1.1 – 6.ET.OC.1.2, 6.ET.OC.2.1, 6.ET.OC.3.1 – 6.ET.OC.3.6 |
| **6.CMP.5** | Use technology to generate ideas and promote creativity | Technology 6.ET.CI.1.1 |
| **6.CMP.6** | Use technology to communicate and collaborate with others for an identified purpose | Technology 6.ET.CC.1.1, 6.ET.CC.2.1 |

| | | |
|---|---|---|
| | **Earth and Space Science** | |
| | *Students will be able to apply, communicate, practice, and relate science and engineering practices, engineering design standards, and crosscutting concepts, as described by the South Dakota Science Standards, in the following core areas:* | Science SEP 1 – SEP 8, 6-8-ETS1-1 – 6-8-ETS1-4, CCC: Patterns, Cause/Effect, Scale/Proportion, Systems, Energy/Matter, Structure/Function, Stability/Change, Technology |
| | **Earth's Place in the Universe** | |
| **6.EPU.1** | The Universe and its stars | Science MS-ESS1-1 – MS-ESS1-2 |
| **6.EPU.2** | Earth and the solar system | Science MS-ESS1-1 – 3 |
| **6.EPU.3** | The history of planet Earth | Science MS-ESS2-3 |
| | **Earth's Systems** | |
| **6.ES.1** | Earth materials and systems | Science MS-ESS2-1 – MS-ESS2-2 |
| **6.ES.2** | Plate tectonics and large-scale system interactions | Science MS-ESS2-3 |
| **6.ES.3** | The roles of water in Earth's surface processes | Science MS-ESS2-2, MS-ESS2-4 – MS-ESS2-6 |
| **6.ES.4** | Weather and Climate | Science MS-ESS2-5 – MS-ESS2-6 |
| | **Earth and human activity** | |
| **6.EHA.1** | Natural resources | Science MS-ESS3-1 |
| **6.EHA.2** | Natural hazards | Science MS-ESS3-2 |
| **6.EHA.3** | Human impacts on Earth systems | Science MS-ESS3-3 – MS-ESS3-4 |
| **6.EHA.4** | Global climate change | Science MS-ESS3-5 |
| | | |
| | **General Music/Music Enrichment** | |
| **6.GM.1** | Generate, develop, and refine musical ideas and work | Fine Arts 6-8.MUg.Cr.1.1a, 6-8.MUg.Cr.2.1a – 6-8.MUg.Cr.2.1b, 6-8.MUg.Cr.3.1a – 6-8.MUg.Cr.3.1b, 6-8.MUg.Cr.3.2a |
| **6.GM.2** | Develop and refine artistic ideas and work for presentation | Fine Arts 6-8.MUg.Pr.4.1a, 6-8.MUg.Pr.4.2a – 6-8.MUg.Pr.4.2c, 6-8.MUg.Pr.4.3a, 6-8.MUg.Pr.5.1a, 6-8.MUg.Pr.6.1a – 6-8.MUg.Pr.6.1b |

| | | |
|---|---|---|
| **6.GM.3** | Identify, analyze, and interpret or reflect upon select musical works as they relate to societal, historical, cultural, and personal context to deepen understanding | Fine Arts 6-8.MUg.Re.7.1a, 6-8.MUg.Re.7.2a – 6-8.MUg.Re.7.2b, 6-8.MUg.Re.9.1a, 6-8.MUg.Cn.11.1a |
| **6.GM.4** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUg.Re.8.1a, 6-8.MUg.Cn.10.1a |
| | | |
| | **Band** | |
| **6.BND.1** | Organize, develop, and refine artistic ideas and work for presentation | Fine Arts 6-8.MUe.Cr.1.1a, 6-8.MUe.Cr.2.1a, 6-8.MUe.Cr.3.1a, 6-8.MUe.Cr.3.2a, 6-8.MUe.Pr.5.1a |
| **6.BND.2** | Identify, analyze, and interpret or reflect upon select works as they relate to societal, historical, cultural, and personal context to gain a deeper understanding of music | Fine Arts 6-8.MUe.Pr.4.1a, 6-8.MUe.Pr.4.2a – 6-8.MUe.Pr.4.2b, 6-8.MUe.Pr.4.3a, 6-8.MUe.Re.7.1a, 6-8.MUe.Re.7.2a – 6-8.MUe.Re.7.2b, 6-8.MUe.Re.9.1a, 6-8.MUe.Cn.10.1a, 6-8.MUe.Cn.11.1a |
| **6.BND.3** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUe.Pr.6.1a – 6-8.MUg.Pr.6.1b, 6-8.MUe.Re.8.1a |
| | | |
| | **Choir** | |
| **6.CHR.1** | Organize, develop, and refine artistic ideas and work for presentation | Fine Arts 6-8.MUe.Cr.1.1a, 6-8.MUe.Cr.2.1a, 6-8.MUe.Cr.3.1a, 6-8.MUe.Cr.3.2a, 6-8.MUe.Pr.5.1a |

| | | |
|---|---|---|
| **6.CHR.2** | Identify, analyze, and interpret or reflect upon select works as they relate to societal, historical, cultural, and personal context to gain a deeper understanding of music | Fine Arts 6-8.MUe.Pr.4.1a, 6-8.MUe.Pr.4.2a – 6-8.MUe.Pr.4.2b, 6-8.MUe.Pr.4.3a, 6-8.MUe.Re.7.1a, 6-8.MUe.Re.7.2a – 6-8.MUe.Re.7.2b, 6-8.MUe.Re.9.1a, 6-8.MUe.Cn.10.1a, 6-8.MUe.Cn.11.1a |
| **6.CHR.3** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUe.Pr.6.1a – 6-8.MUg.Pr.6.1b, 6-8.MUe.Re.8.1a |
| | **Art** | |
| **6.ART.1** | Conceptualize, organize, and develop artistic ideas and work | Fine Arts 6-8.VA.Cr.1.1 – 6-8.VA.Cr.1.2, 6-8.VA.Cr.2.1 – 6-8.VA.Cr.2.4 |
| **6.ART.2** | Refine and complete artistic work | Fine Arts 6-8.VA.Cr.3.1 |
| **6.ART.3** | Identify, analyze, interpret, and evaluate artistic works | Fine Arts 6-8.VA.Pr.4.1, 6-8.VA.Re.7.1 – 6-8.VA.Re.7.2, 6-8.VA.Re.8.1, 6-8.VA.Re.9.1 |
| **6.ART.4** | Relate societal, historical, cultural, and personal experience and knowledge to gain a deeper understanding of art | Fine Arts 6-8.VA.Cn.10.1, 6-8.VA.Cn.11.1 |
| | **English/Language Arts** | |
| | **Reading** | |
| **6.READ.1** | Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events | English Language Arts 6.RL.1 – 3, 6.RI.1 – 6.RI.3 |
| **6.READ.2** | Analyze and interpret words, phrases, and structure to gain both a technical and stylistic understanding of a text | English Language Arts 6.RL.4 – 6.RL.6, 6.RI.4 – 6.RI.6 |
| **6.READ.3** | Integrate knowledge and ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themes, topics, and evidence | English Language Arts 6.RL.7 – 6.RL.9, 6.RI.7 – 6.RI.9 |

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| **6.READ.4** | Read and comprehend complex literary and informational texts independently and proficiently | English Language Arts 6.RL.10, 6.RI.10 |
| | **Writing** | |
| **6.WRT.1** | Write argumentative, informative, and narrative texts that convey relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content | English Language Arts 6.W.1 – 6.W.3 |
| **6.WRT.2** | Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing | English Language Arts 6.W.4 – 6.W.6 |
| **6.WRT.3** | Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | English Language Arts 6.W.7 – 6.W.9 |
| **6.WRT.4** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (one or two class periods) for a range of tasks, purposes, and audiences | English Language Arts 6.W.10 |
| | **Language** | |
| | *Students will be able to integrate the Language Progressive Skills, as described in the South Dakota English Language Arts Standards, in the following core areas:* | English Language Arts L.3.1f, L.3.3a, L.4.1f, L.4.1g, L.4.3a, L.4.3b, L.5.1d, L.5.2a, L.6.1c, L.6.1d, L.6.1e, L.6.2a, L.6.3a, L.6.3b |
| **6.LNG.1** | Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling | English Language Arts 6.L.1 – 6.L.2 |
| **6.LNG.2** | Apply knowledge of language to understand how language functions in different contexts, and to comprehend more fully when reading or listening | English Language Arts 6.L.3 |
| **6.LNG.3** | Demonstrate the ability to both determine and understand word meaning, relationships, and phrases for reading, writing, speaking, and listening | English Language Arts 6.L.4 – 6.L.6 |

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| | **Speaking and Listening** | |
| **6.SL.1** | Prepare for, participate in, and evaluate a range of conversations and collaborations with diverse partners presented in a variety of media and formats | English Language Arts 6.SL.1 – 6.SL.3 |
| **6.SL.2** | Adapt speech to a variety of contexts, formats, media, and communicative tasks, demonstrating full command of formal English towards the ability to present, express, and understand information | English Language Arts 6.SL.4 – 6.SL.6 |
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| | **Math** | |
| | *Students will be able to integrate the Standards for Mathematical Practice, as described in the South Dakota Mathematics Standards, in the following core areas:* | SMP1 – SMP8 |
| | **Ratios and Proportional Relationships** | |
| **6.MRPR.1** | Understand ratio concepts and use ratio reasoning to solve problems | Math 6.RP.1 – 6.RP.3 |
| | **The Number System** | |
| **6.MNS.1** | Apply and extend previous understandings of multiplication and division to divide fractions by fractions | Math 6.NS.1 |
| **6.MNS.2** | Compute fluently with multi-digit numbers and find common factors and multiples | Math 6.NS.2 – 6.NS.4 |
| **6.MNS.3** | Apply and extend previous understandings of numbers to the system of rational numbers | Math 6.NS.5 – 6.NS.8 |
| | **Expressions and Equations** | |
| **6.MEE.1** | Apply and extend previous understandings of arithmetic to algebraic expressions | Math 6.EE.1 – 6.EE.4 |
| **6.MEE.2** | Reason about and solve one-variable equations and inequalities | Math 6.EE.5 – 6.EE.8 |
| **6.MEE.3** | Represent and analyze quantitative relationships between dependent and independent variables | Math 6.EE.9 |

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| | **Geometry** | |
| **6.MGEO.1** | Solve real-world and mathematical problems involving area, surface area, and volume | Math 6.G.1 – 6.G.4 |
| | **Statistics and Probability** | |
| **6.MSP.1** | Develop understanding of statistical variability | Math 6.SP.1 – 6.SP.3 |
| **6.MSP.2** | Summarize and describe distributions | Math 6.SP.4 – 6.SP.5 |
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| | **FACS** | MS CTE Human Services 1-4; National FACS 2.5-2.6, 8.2-8.5 |
| **6.FACS.1** | Understand basic cooking, nutrition, and wellness concepts | |
| **6.FACS.2** | Analyze the role of family as a unit of society | |
| **6.FACS.3** | Explain how personal and interpersonal growth influences relationships. | |
| **6.FACS.4** | Analyze growth and development through early childhood | |
| **6.FACS.5** | Explore family and consumer science principles | |
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| | **Tech Ed** | |
| | **Technology Education** | |
| **6.TE.1** | Understand the scope and nature of technology | MS CTE STEM TEMS.1.1 – TEMS.1.2 |
| **6.TE.2** | Analyze the affect of technology on the environment | MS CTE STEM TEMS.2.1 – TEMS.2.3 |
| **6.TE.3** | Apply problem-solving strategies demonstrating use of the design process | MS CTE STEM TEMS.3.1 – TEMS.3.3 |
| **6.TE.4** | Understand the use and application of technology | MS CTE STEM TEMS.4.1 – TEMS.4.6 |
| | **Mechanics/Robotics** | |
| **6.MR.1** | Understand the components that make up a robot | MS CTE STEM MSMR1.1 – MSMR1.3 |
| **6.MR.2** | Investigate the impact of robotics on our society | MS CTE STEM MSMR2.1 – MSMR2.3 |
| **6.MR.3** | Design a robot to solve a particular problem | MS CTE STEM MSMR3.1 – MSMR3.5 |

# 6th Grade Advanced Courses

| | District Standard | State Standard |
|---|---|---|
| | **Advanced 6th English/Language Arts** | |
| | **Reading** | |
| **6.READA.1** | Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events | English Language Arts 7.RL.1 – 7.RL.3, 7.RI.1 – 7.RI.3 |
| **6.READA.2** | Analyze and interpret words, phrases, and structure to gain a technical, rhetorical, and stylistic understanding of a text and how it conveys meaning | English Language Arts 7.RL.4 – 7.RL.6, 7.RI.4 – 7.RI.6, Pre-AP Standards |
| **6.READA.3** | Integrate knowledge and ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themes, topics, and evidence | English Language Arts 7.RL.7 – 7.RL.9, 7.RI.7 – 7.RI.9 |
| **6.READA.4** | Read and comprehend complex literary and informational texts independently and proficiently | English Language Arts 7.RL.10, 7.RI.10 |
| | **Writing** | |
| **6.WRTA.1** | Write argumentative, informative, and narrative texts that convey relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content | English Language Arts 7.W.1 – 7.W.3 |
| **6.WRTA.2** | Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing | English Language Arts 7.W.4 – 7.W.6 |
| **6.WRTA.3** | Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | English Language Arts 7.W.7 – 7.W.9 |
| **6.WRTA.4** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (one or two class periods) for a range of tasks, purposes, and audiences | English Language Arts 7.W.10 |

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| | **Language** | |
| | *Students will be able to integrate the Language Progressive Skills, as described in the South Dakota English Language Arts Standards, in the following core areas:* | English Language Arts L.7.1c, L.7.3a |
| **6.LNGA.1** | Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling | English Language Arts 7.L.1 – 7.L.2 |
| **6.LNGA.2** | Apply knowledge of language to understand how language functions in different contexts, and to comprehend more fully when reading or listening | English Language Arts 7.L.3 |
| **6.LNGA.3** | Demonstrate the ability to both determine and understand word meaning, relationships, and phrases for reading, writing, speaking, and listening | English Language Arts 7.L.4 – 7.L.6 |
| | **Speaking and Listening** | |
| **6.SLA.1** | Prepare for, participate in, and evaluate a range of conversations and collaborations with diverse partners presented in a variety of media and formats | English Language Arts 7.SL.1 – 7.SL.3 |
| **6.SLA.2** | Adapt speech to a variety of contexts, formats, media, and communicative tasks, demonstrating full command of formal English towards the ability to present, express, and understand information | English Language Arts 7.SL.4 – 7.SL.6 |
| **6.SLA.3** | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | Pre-AP Standards |
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| | Advanced Social Studies Grade 6 | |
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| | **World History** | |
| **6.WHA.1** | Use multiple sources to analyze and evaluate the order, connections, and impact of people, events, ideas and symbols from multiple perspectives and disciplines | Social Studies 6.H.1.1 – 6.H.1.2, 6.H.2.1 – 6.H.2.4, 6.H.3.1, Pre-AP Standards |
| **6.WHA.2** | Identify cause and effect of events, issues and problems. | Social Studies 6.H.4.1 – 6.H.4.3, Pre-AP Standards |
| **6.WHA.3** | Develop historical research skills | Social Studies 6.H.5.1 – 6.H.5.3 |
| | **Civics/Government** | |
| **6.CGA.1** | Understand the historical and philosophical basis for various forms of government | Social Studies 7.C.1.1 |
| **6.CGA.2** | Explain the historical impact of ancient world history documents created by ancient civilizations | Social Studies 6.C.2.1 |
| **6.CGA.3** | Explain ways that people can effect or influence society and government | Social Studies 6.C.5.1 |
| | **Economics** | |
| **6.ECONA.1** | Understand how various economic systems allocate and use resources | Social Studies 7.E.4.1 – 7.E.4.4 |
| **6.ECONA.2** | Analyze the ways government can impact the market | Social Studies 7.E.3.1 |
| | **Geography** | |
| **6.GEOA.1** | Analyze and Interpret geospatial resources, such as maps | Social Studies 7.G.1.1 – 7.G.1.2 |
| **6.GEOA.2** | Understand and apply the Five Themes of Geography (location, place, human-environment interaction, movement & region) | Social Studies 7.G.2.1 – 7.G.2.3 |
| **6.GEOA.3** | Recognize the characteristics of the processes that shape places and regions | Social Studies 7.G.3.1 – 7.G.3.3 |
| **6.GEOA.4** | Understand how geography, population, and culture create global diversity in the past, present, and future | Social Studies 7.G.5.1 – 7.G.5.3; 7.G.7.1 – 7.G.7.3, Pre-AP Standards |
| **6.GEOA.5** | Understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements | Social Studies 7.G.6.1 – 7.G.6.2 |

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| | **Advanced 6th Grade Science** | |
| | *Students will be able to apply, communicate, practice, and relate science and engineering practices, engineering design standards, and crosscutting concepts, as described by the South Dakota Science Standards, in the following core areas:* | Science SEP 1 – SEP 8, 6-8-ETS1-1 – 6-8-ETS1-4, CCC: Patterns, Cause/Effect, Scale/Proportion, Systems, Energy/Matter, Structure/Function, Stability/Change, Technology |
| | **Earth and Space Science** | |
| **6.ESSA.1** | Identify and describe Earth's four layers and their interactions. | Science MS-ESS2-2 |
| **6.ESSA.2** | Use evidence and data to describe the movement of Earth's tectonic plates and the resulting events. | Science MS-ESS2-3, MS-ESS3-2 |
| | **Life Science** | |
| **6.LSA.1** | Investigate that living things are made of cells and model the function of each part of the cell | Science MS-LS1-1, MS-LS1-2 |
| **6.LSA.2** | Genetics and Traits | Science MS-LS1-5, MS-LS3-1, MS-LS4-4, MS-LS4-5, MS-LS4-6 |
| **6.LSA.3** | Compare and contrast types of reproduction and the factors that influence successful reproduction in nature. | Science MS-LS1-4, MS-LS3-2, MS-LS4-4 |
| **6.LSA.4** | Model the flow of energy from food to organisms. | Science MS-LS1-6, MS-LS1-7 |
| | **Pre-AP** | |
| **6.SCAP.1** | Use creativity and insight to recognize and describe patterns in natural phenomena | Pre-AP Standards |
| **6.SCAP.2** | Use empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes | Pre-AP Standards |
| **6.SCAP.3** | Recognize and use scientific and technical vocabulary in the field of study | Pre-AP Standards |

| | Adv. 6th Math | |
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| | **Ratios and Proportional Relationships** | |
| **6.MRPRA.1** | Compute Unit Rates | Math 7. RP. 1 |
| **6.MRPRA.2** | Analyze, recognize, and represent proportional relationships in real and mathematical scenarios | Math 7.RP.1 – 7.RP.3 |
| | **The Number System** | |
| **6.MNSA.1** | Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers, and apply them to real-world problems | Math 7.NS.1 – 7.NS.3; 7.NS.A.3 |
| | **Expressions and Equations** | |
| **6.MEEA.1** | Use properties of operations to generate equivalent expressions | Math 7.EE.1 – 7.EE.2 |
| **6.MEEA.2** | Solve and evaluate the reasonableness of real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities | Math 7.EE.3 – 7.EE.4 |
| | **Geometry** | |
| **6.MGEOA.1** | Draw (to scale), construct, and describe geometrical figures and describe the relationships between them | Math 7.G.1 – 7.G.3 |
| **6.MGEOA.2** | Use formulas to solve multi-step real-life and mathematical problems involving angle measure, area, surface area, and volume | Math 7.G.4 – 7.G.6 |
| | **Statistics and Probability** | |
| **6.MSPA.1** | Use random sampling to draw inferences about a population | Math 7.SP.1 – 7.SP.2 |
| **6.MSPA.2** | Draw informational comparative inferences about two populations | Math 7.SP.3 – 7.SP.4 |
| **6.MSPA.3** | Investigate chance processes and develop, use, and evaluate probability models | Math 7.SP.5 – 7.SP.8 |

# 7th Grade

| | District Standard | State Standard |
|---|---|---|
| | **Spanish** | |
| **7.SPN.1** | Communicate in languages other than English | World Language 1.1 – 1.3 |
| **7.SPN.2** | Gain knowledge and understanding of other cultures | World Language 2.1 – 2.2 |
| **7.SPN.3** | Connect world language with other disciplines and acquire information | World Language 3.1 – 3.2 |
| **7.SPN.4** | Develop insight into the nature of language and culture | World Language 4.1 – 4.2 |
| **7.SPN.5** | Participate in multilingual communities at home & around the world | World Language 5.1 – 5.2 |
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| | **Health** | |
| **7.HE.1** | Comprehend concepts related to health promotion and disease prevention to enhance health | Health Education 1.8.1 – 1.8.9 |
| **7.HE.2** | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | Health Education 2.8.1 – 2.8.10 |
| **7.HE.3** | Demonstrate the ability to access valid information, products, and services to enhance health | Health Education 3.8.1 – 3.8.5 |
| **7.HE.4** | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks | Health Education 4.8.1 – 4.8.4 |
| **7.HE.5** | Demonstrate the ability to use decision-making skills to enhance health | Health Education 5.8.1 – 5.8.7 |
| **7.HE.6** | Demonstrate the ability to use goal-setting skills to enhance health | Health Education 6.8.1 – 6.8.4 |
| **7.HE.7** | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks | Health Education 7.8.1 – 7.8.3 |
| **7.HE.8** | Demonstrate the ability to advocate for personal, family, and community health | Health Education 8.8.1 – 8.8.4 |
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| | **Physical Education** | |
| **7.PE.1** | Demonstrate proficiency in a variety of motor skills and movement patterns | PE S1.M1.7 – S1.M24.7 |

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| **7.PE.2** | Apply knowledge of concepts, principles, strategies, and tactics to enhance movement and performance | PE S2.M1.7 – S2.M14.7 |
| **7.PE.3** | Demonstrate the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness | PE S3.M1.7 – S3.M18.7 |
| **7.PE.4** | Exhibits responsible personal and social behavior that respects self, others, and environment | PE S4.M1.7 – S4.M7.7 |
| **7.PE.5** | Recognizes the value of physcial activity for health, enjoyment, challenge, self-expression, employment opportunities, and social interaction | PE S5.M1.7 – S5.M6.7 |
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| | **Social Studies** | |
| | **Civics/Government** | |
| **7.CG.1** | Explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of governments | Social Studies 7.C.1.1 |
| | **Geography** | |
| **7.GEO.1** | Apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information | Social Studies 7.G.1.1 – 7.G.1.2 |
| **7.GEO.2** | Understand the nature and importance of the Five Themes of Geography: location, place, human-environment interaction, movement, and region | Social Studies 7.G.2.1 – 7.G.2.3 |
| **7.GEO.3** | Recognize the characteristics of the processes that shape places and regions | Social Studies 7.G.3.1 – 7.G.3.3 |
| **7.GEO.4** | Identify Earth's physical systems and the ways in which they are dynamic and interactive | Social Studies 7.G.4.1 – 7.G.4.2 |
| **7.GEO.5** | Recognize and explain the role population and culture play in creating diversity within the world's places and regions | Social Studies 7.G.5.1 – 7.G.5.3 |
| **7.GEO.6** | Understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements | Social Studies 7.G.6.1 – 7.G.6.2 |

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| **7.GEO.7** | Apply geographic knowledge to understand the diversity of Earth's physical and human conditions, past, present, and future | Social Studies 7.G.7.1 – 7.G.7.3 |
| | **Economics** | |
| **7.ECON.1** | Analyze the ways government can impact the market | Social Studies 7.E.3.1 |
| **7.ECON.2** | Explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services | Social Studies 7.E.4.1 – 7.E.4.4 |
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| | **Current Events** | |
| **7.CE.1** | Gain an understanding and appreciation for current events | Social Studies 7.G.3.2, 7.G.6.1 – 7.G.6.2 |
| **7.CE.2** | Compare and contrast different types of media that provide the public with information on current events | Social Studies 7.G.1.1 |
| **7.CE.3** | Provides examples of how current events affect the everyday life of people, including how the reporting of these events allows for an interconnected world in real time | Social Studies 7.G.3.2, 7.G.6.1 – 7.G.6.2 |
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| | **Computers** | |
| **7.CMP.1** | Use technology to research, locate, organize, evaluate, analyze, and determine the relevancy and reliability of information | Technology 7.ET.RL.1.1 – 7.ET.RL.1.2, 7.ET.RL.2.1 |
| **7.CMP.2** | Utilize technology to connect various aspects of life & solve problems | Technology 7.ET.CT.1.1, 7.ET.CT.2.1, 7.ET.CT.3.1 |
| **7.CMP.3** | Analyze the safe, ethical, legal, and societal issues related to technology | Technology 7.ET.DC.1.1 – 7.ET.DC.1.5 |
| **7.CMP.4** | Gain a functional understanding of both past and present technologies in order to optimize use of current technological systems | Technology 7.ET.OC.1.1 – 7.ET.OC.1.2, 7.ET.OC.2.1, 7.ET.OC.3.1 – 7.ET.OC.3.6 |
| **7.CMP.5** | Use technology to generate ideas and promote creativity | Technology 7.ET.CI.1.1 |
| **7.CMP.6** | Use technology to communicate and collaborate with others for an identified purpose | Technology 7.ET.CC.1.1, 7.ET.CC.2.1 |

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| | **Life Science** | |
| | *Students will be able to apply, communicate, practice, and relate science and engineering practices, engineering design standards, and crosscutting concepts, as described by the South Dakota Science Standards, in the following core areas:* | Science SEP 1 – SEP 8, 6-8-ETS1-1 – 6-8-ETS1-4, CCC: Patterns, Cause/Effect, Scale/Proportion, Systems, Energy/Matter, Structure/Function, Stability/Change, Technology |
| | **From molecules to organisms: Structures and processes** | |
| **7.MTO.1** | Structure and function | Science MS-LS1-1 – MS-LS1-3 |
| **7.MTO.2** | Growth and development of organisms | Science MS-LS1-4 – MS-LS1-5, MS-LS3-2 |
| **7.MTO.3** | Organization for matter and energy flow in organisms | Science MS-LS1-6 – MS-LS1-7 |
| | **Ecosystems: Interactions, energy, and dynamics** | |
| **7.ECO.1** | Interdependent relationships in ecosystems | Science MS-LS2-1 – MS-LS2-2 |
| **7.ECO.2** | Cycles of matter and energy transfer in ecosystems | Science MS-LS2-3 |
| **7.ECO.3** | Ecosystem dynamics, functioning, and resilience | Science MS-LS2-4 – MS-LS2-5 |
| | **Heredity: Inheritence and variations of traits** | |
| **7.HER.1** | Inheritance of traits | Science MS-LS3-1, MS-LS3-2 |
| **7.HER.2** | Variation of traits | Science MS-LS3-1, MS-LS3-2 |
| | **Biological evolution: Unity and diversity** | |
| **7.EVO.1** | Evidence of common ancestry and diversity | Science MS-LS4-1 – MS-LS4-2 |
| **7.EVO.2** | Natural selection | Science MS-LS4-4 – MS-LS4-5 |
| **7.EVO.3** | Adaptation | Science MS-LS4-6 |

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| **7.EVO.4** | Biodiversity and humans | Science MS-LS2-5 |
| | **Energy** | |
| **7.EGY.1** | Energy in chemical processes and everyday life | Science MS-LS1-6 |
| | **Human Impact on Environment** | |
| **7.ENV.1** | Human impact on Earth and environment | Science MS-ESS3-1 –MS-ESS3-5 |
| | | |
| | **General Music/Music Enrichment** | |
| **7.GM.1** | Generate, develop, and refine musical ideas and work | Fine Arts 6-8.MUg.Cr.1.1a, 6-8.MUg.Cr.2.1a – 6-8.MUg.Cr.2.1b, 6-8.MUg.Cr.3.1a – 6-8.MUg.Cr.3.1b, 6-8.MUg.Cr.3.2a |
| **7.GM.2** | Develop and refine artistic ideas and work for presentation | Fine Arts 6-8.MUg.Pr.4.1a, 6-8.MUg.Pr.4.2a – 6-8.MUg.Pr.4.2c, 6-8.MUg.Pr.4.3a, 6-8.MUg.Pr.5.1a, 6-8.MUg.Pr.6.1a – 6-8.MUg.Pr.6.1b |
| **7.GM.3** | Identify, analyze, and interpret or reflect upon select musical works as they relate to societal, historical, cultural, and personal context to deepen understanding | Fine Arts 6-8.MUg.Re.7.1a, 6-8.MUg.Re.7.2a – 6-8.MUg.Re.7.2b, 6-8.MUg.Re.9.1a, 6-8.MUg.Cn.11.1a |
| **7.GM.4** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUg.Re.8.1a, 6-8.MUg.Cn.10.1a |
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| | **Band** | |
| **7.BND.1** | Organize, develop, and refine artistic ideas and work for presentation | Fine Arts 6-8.MUe.Cr.1.1a, 6-8.MUe.Cr.2.1a, 6-8.MUe.Cr.3.1a, 6-8.MUe.Cr.3.2a, 6-8.MUe.Pr.5.1a |

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| **7.BND.2** | Identify, analyze, and interpret or reflect upon select works as they relate to societal, historical, cultural, and personal context to gain a deeper understanding of music | Fine Arts 6-8.MUe.Pr.4.1a, 6-8.MUe.Pr.4.2a – 6-8.MUe.Pr.4.2b, 6-8.MUe.Pr.4.3a, 6-8.MUe.Re.7.1a, 6-8.MUe.Re.7.2a – 6-8.MUe.Re.7.2b, 6-8.MUe.Re.9.1a, 6-8.MUe.Cn.10.1a, 6-8.MUe.Cn.11.1a |
| **7.BND.3** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUe.Pr.6.1a – 6-8.MUg.Pr.6.1b, 6-8.MUe.Re.8.1a |
| | **Choir** | |
| **7.CHR.1** | Organize, develop, and refine artistic ideas and work for presentation | Fine Arts 6-8.MUe.Cr.1.1a, 6-8.MUe.Cr.2.1a, 6-8.MUe.Cr.3.1a, 6-8.MUe.Cr.3.2a, 6-8.MUe.Pr.5.1a |
| **7.CHR.2** | Identify, analyze, and interpret or reflect upon select works as they relate to societal, historical, cultural, and personal context to gain a deeper understanding of music | Fine Arts 6-8.MUe.Pr.4.1a, 6-8.MUe.Pr.4.2a – 6-8.MUe.Pr.4.2b, 6-8.MUe.Pr.4.3a, 6-8.MUe.Re.7.1a, 6-8.MUe.Re.7.2a – 6-8.MUe.Re.7.2b, 6-8.MUe.Re.9.1a, 6-8.MUe.Cn.10.1a, 6-8.MUe.Cn.11.1a |
| **7.CHR.3** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUe.Pr.6.1a – 6-8.MUg.Pr.6.1b, 6-8.MUe.Re.8.1a |
| | **Art** | |
| **7.ART.1** | Conceptualize, organize, and develop artistic ideas and work | Fine Arts 6-8.VA.Cr.1.1 – 6-8.VA.Cr.1.2, 6-8.VA.Cr.2.1 – 6-8.VA.Cr.2.4 |
| **7.ART.2** | Refine and complete artistic work | Fine Arts 6-8.VA.Cr.3.1 |
| **7.ART.3** | Identify, analyze, interpret, and evaluate artistic works | Fine Arts 6-8.VA.Pr.4.1, 6-8.VA.Re.7.1 – 6-8.VA.Re.7.2, 6-8.VA.Re.8.1, 6-8.VA.Re.9.1 |
| **7.ART.4** | Relate societal, historical, cultural, and personal experience and knowledge to gain a deeper understanding of art | Fine Arts 6-8.VA.Cn.10.1, 6-8.VA.Cn.11.1 |

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| | **English/Language Arts** | |
| | **Reading** | |
| **7.READ.1** | Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events | English Language Arts 7.RL.1 – 7.RL.3, 7.RI.1 – 7.RI.3 |
| **7.READ.2** | Analyze and interpret words, phrases, and structure to gain both a technical and stylistic understanding of a text | English Language Arts 7.RL.4 – 7.RL.6, 7.RI.4 – 7.RI.6 |
| **7.READ.3** | **Integrate knowledge and ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themes, topics, and evidence** | **English Language Arts 7.RL.7 – 7.RL.9, 7.RI.7 – 7.RI.9** |
| **7.READ.4** | Read and comprehend complex literary and informational texts independently and proficiently | English Language Arts 7.RL.10, 7.RI.10 |
| | **Writing** | |
| **7.WRT.1** | Write argumentative, informative, and narrative texts that convey relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content | English Language Arts 7.W.1 – 7.W.3 |
| **7.WRT.2** | Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing | English Language Arts 7.W.4 – 7.W.6 |
| **7.WRT.3** | Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | English Language Arts 7.W.7 – 7.W.9 |
| **7.WRT.4** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (one or two class periods) for a range of tasks, purposes, and audiences | English Language Arts 7.W.10 |

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| | **Language** | |
| | *Students will be able to integrate the Language Progressive Skills, as described in the South Dakota English Language Arts Standards, in the following core areas:* | English Language Arts L.3.1f, L.3.3a, L.4.1f, L.4.1g, L.4.3b, L.5.1d, L.5.2a, L.6.1c, L.6.1d, L.6.1e, L.6.2a, L.6.3a, L.6.3b, L.7.1c, L.7.3a |
| **7.LNG.1** | Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling | English Language Arts 7.L.1 – 7.L.2 |
| **7.LNG.2** | Apply knowledge of language to understand how language functions in different contexts, and to comprehend more fully when reading or listening | English Language Arts 7.L.3 |
| **7.LNG.3** | Demonstrate the ability to both determine and understand word meaning, relationships, and phrases for reading, writing, speaking, and listening | English Language Arts 7.L.4 – 7.L.6 |
| | **Speaking and Listening** | |
| **7.SL.1** | Prepare for, participate in, and evaluate a range of conversations and collaborations with diverse partners presented in a variety of media and formats | English Language Arts 7.SL.1 – 7.SL.3 |
| **7.SL.2** | Adapt speech to a variety of contexts, formats, media, and communicative tasks, demonstrating full command of formal English towards the ability to present, express, and understand information | English Language Arts 7.SL.4 – 7.SL.6 |
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| | **Math** | |
| | *Students will be able to integrate the Standards for Mathematical Practice, as described in the South Dakota Mathematics Standards, in the following core areas:* | SMP1 – SMP8 |
| | **Ratios and Proportional Relationships** | |
| **7.MRPR.1** | Analyze proportional relationships and use them to solve real-world and mathematical problems | Math 7.RP.1 – 7.RP.3 |

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| | **The Number System** | |
| **7.MNS.1** | Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers | Math 7.NS.1 – 7.NS.3 |
| | **Expressions and Equations** | |
| **7.MEE.1** | Use properties of operations to generate equivalent expressions | Math 7.EE.1 – 7.EE.2 |
| **7.MEE.2** | Solve real-life and mathematical problems using numerical and algebraic expressions and equations | Math 7.EE.3 – 7.EE.4 |
| | **Geometry** | |
| **7.MGEO.1** | Draw, construct, and describe geometrical figures and describe the relationships between them | Math 7.G.1 – 7.G.3 |
| **7.MGEO.2** | Solve real-life and mathematical problems involving angle measure, area, surface area, and volume | Math 7.G.4 – 7.G.6 |
| | **Statistics and Probability** | |
| **7.MSP.1** | Use random sampling to draw inferences about a population | Math 7.SP.1 – 7.SP.2 |
| **7.MSP.2** | Draw informational comparative inferences about two populations | Math 7.SP.3 – 7.SP.4 |
| **7.MSP.3** | Investigate chance processes and develop, use, and evaluate probability models | Math 7.SP.5 – 7.SP.8 |
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| | **FACS** | MS CTE Human Services 1-4; National FACS 2.5-2.6, 8.2-8.5 |
| **7.FACS.1** | Understand basic cooking, nutrition, and wellness concepts. | |
| **7.FACS.2** | Apply food safety and sanitation practices | |
| **7.FACS.3** | Explore family and consumer science principles | |
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| | **Tech Ed** | |
| | **Technology Education** | |
| **7.TE.1** | Understand the scope and nature of technology | MS CTE STEM TEMS.1.1 – TEMS.1.2 |
| **7.TE.2** | Analyze the affect of technology on the environment | MS CTE STEM TEMS.2.1 – TEMS.2.3 |

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| **7.TE.3** | Apply problem-solving strategies demonstrating use of the design process | MS CTE STEM TEMS.3.1 – TEMS.3.3 |
| **7.TE.4** | Understand the use and application of technology | MS CTE STEM TEMS.4.1 – TEMS.4.6 |
| | **Mechanics/Robotics** | |
| **7.MR.1** | Understand the components that make up a robot | MS CTE STEM MSMR1.1 – MSMR1.3 |
| **7.MR.2** | Investigate the impact of robotics on our society | MS CTE STEM MSMR2.1 – MSMR2.3 |
| **7.MR.3** | Design a robot to solve a particular problem | MS CTE STEM MSMR3.1 – MSMR3.5 |
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| | **PLTW Design and Modeling** | |
| **7.PLTW.1** | Understand the influence of creativity and innovation in daily life. | |
| **7.PLTW.2** | Utilize engineering principals to find innovative solutions to problems. | |

## 7th Grade Advanced Courses

| | District Standard | State Standard |
|---|---|---|
| | **Advanced 7th English/Language Arts** | |
| | **Reading** | |
| **7.READA.1** | Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events | English Language Arts 7.RL.1 – 7.RL.3, 7.RI.1 – 7.RI.3 |
| **7.READA.2** | Analyze and interpret words, phrases, and structure to gain a technical, rhetorical, and stylistic understanding of a text and how it conveys meaning. | English Language Arts 7.RL.4 – 7.RL.6, 7.RI.4 – 7.RI.6, Pre-AP Standards |
| **7.READA.3** | Integrate knowledge and ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themes, topics, and evidence | English Language Arts 7.RL.7 – 7.RL.9, 7.RI.7 – 7.RI.9 |
| **7.READA.4** | Read and comprehend complex literary and informational texts independently and proficiently | English Language Arts 7.RL.10, 7.RI.10 |
| **7.READA.5** | Apply literary archetype to literary text | Pre-AP Standards |

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| | **Writing** | |
| **7.WRTA.1** | Write argumentative, informative, and narrative texts that convey relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content based on readings, research, and/or personal experience. | English Language Arts 7.W.1 – 7.W.3, Pre-AP Standards |
| **7.WRTA.2** | Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing | English Language Arts 7.W.4 – 7.W.6 |
| **7.WRTA.3** | Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | English Language Arts 7.W.7 – 7.W.9 |
| **7.WRTA.4** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (one or two class periods) for a range of tasks, purposes, and audiences in order to achieve stylistic maturity | English Language Arts 7.W.10, Pre-AP Standards |
| **7.WRTA.5** | Interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques | Pre-AP Standards |
| | **Language** | |
| | *Students will be able to integrate the Language Progressive Skills, as described in the South Dakota English Language Arts Standards, in the following core areas:* | English Language Arts L.7.1c, L.7.3a |
| **7.LNGA.1** | Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling | English Language Arts 7.L.1 – 7.L.2 |
| **7.LNGA.2** | Apply knowledge of language to understand how language functions in different contexts, and to comprehend more fully when reading or listening | English Language Arts 7.L.3 |
| **7.LNGA.3** | Demonstrate the ability to both determine and understand word meaning, relationships, and phrases for reading, writing, speaking, and listening | English Language Arts 7.L.4 – 7.L.6 |

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| | **Speaking and Listening** | |
| **7.SLA.1** | Prepare for, participate in, and evaluate a range of conversations and collaborations with diverse partners presented in a variety of media and formats | English Language Arts 7.SL.1 – 7.SL.3 |
| **7.SLA.2** | Adapt speech to a variety of contexts, formats, media, and communicative tasks, demonstrating full command of formal English towards the ability to present, express, and understand information | English Language Arts 7.SL.4 – 7.SL.6 |
| **7.SLA.3** | **Control tone, establish and maintain voice, achieve appropriate emphasis through diction and sentence structure** | **Pre-AP Standards** |
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| | **Adv. Grade 7 Social Studies** | |
| | **Geography** | |
| **7.GEOA.1** | Analyze and Interpret geospatial resources such as maps | Social Studies 7.G.1.1 – 7.G.1.2 |
| **7.GEOA.2** | Understand the nature and importance of the Five Themes of Geography: location, place, human-environment interaction, movement, and region | Social Studies 7.G.2.1 – 7.G.2.3 |
| **7.GEOA.3** | Recognize the characteristics of the processes that shape places and regions | Social Studies 7.G.3.1 – 7.G.3.3 |
| **7.GEOA.4** | Identify Earth's physical systems and the ways in which they are dynamic and interactive | Social Studies 7.G.4.1 – 7.G.4.2 |
| **7.GEOA.5** | Recognize and explain the role geography, population and culture play in creating diversity within the world's places and regions, past, present, and future. | Social Studies 7.G.5.1 – 7.G.5.3; 7.G.6.1 – 7.G.6.2; 7.G.7.1 – 7.G.7.3 |
| | **Economics** | |
| **7.ECONA.1** | Understand how various economic systems allocate and use resources | Social Studies 7.E.4.1 – 7.E.4.4 |
| **7.ECONA.2** | Analyze the ways government can impact the market | Social Studies 7.E.3.1 |

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| | **U.S. History** | |
| **7.USHA.1** | Analyze how major events are chronologically connected and evaluate their impact on one another | Social Studies 8.H.1.1 – 8.H.1.6 |
| **7.USHA.2** | Use multiple sources and perspectives to analyze the cause, effect and/or impact of people, events, ideas and symbols | Social Studies 8.H.2.1 – 8.H.2.5, 8.H.3.1 – 8.H.3.4, 8.H.4.1 – 8.H.4.11, Pre-AP Standards |
| **7.USHA.3** | Develop historical research skills with respect to U.S. and World History | Social Studies 8.H.5.1 – 8.H.5.3, 9-12.H.5.1 – 9-12.H.5.3 |
| | **Civics/Government** | |
| **7.CGA.1** | Understand the historical and philosophical basis for various forms of government | Social Studies 8.C.1.1 – 8.C.1.3 |
| | **World History** | |
| **7.WHA.1** | Use multiple sources to analyze and evaluate the order, connections, and impact of people, events, ideas and symbols from multiple perspectives and disciplines | Social Studies *9-12.H.1.2; 9-12.H.2.1 – 9-12.H.2.5, 9-12.H.3.1 – 9-12.H.3.2, Pre-AP Standards* |
| **7.WHA.2** | Identify and evaluate the causes and effects of past, current, and potential future events, issues, and problems | Social Studies *9-12.H.4.1 – 9-12.H.4.4, Pre-AP Standards* |
| | **Pre-AP** | |
| **7.SSAP.1** | Develop coherent written arguments that have a thesis supported by relevant historical evidence | Pre-AP Standards |
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| | **Advanced 7th Grade Science** | |
| | *Students will be able to apply, communicate, practice, and relate science and engineering practices, engineering design standards, and crosscutting concepts, as described by the South Dakota Science Standards, in the following core areas:* | Science SEP 1 – SEP 8, 6-8-ETS1-1 – 6-8-ETS1-4, CCC: Patterns, Cause/Effect, Scale/Proportion, Systems, Energy/Matter, Structure/Function, Stability/Change, Technology |
| | **Earth and Space Science** | |
| **7.ESSA.1** | Geologic Time "Analyze and interpret data on the age of the Earth and its diversity of life" | Science MS-ESS2-2, MS-ESS-3, LS4-1 |
| **7.ESSA.2** | Solar System "Compile discoveries of our solar system to describe its implications for Earth" | Science MS-ESS1-1, MS-ESS1-2, MS-ESS1-3 |

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| | **Life Science** | |
| **7.LSA.1** | Identify the structure and function of each organ system in animals | Science MS-LS1-3 |
| **7.LSA.2** | Infer evolutionary relationships of organisms using fossil evidence | Science MS-LS4-2 |
| | **Physical Science** | |
| **7.PSA.1** | Newton's Laws of Motion | Science MS-PS2-1, MS-PS2-2 |
| **7.PSA.2** | Determine factors that effect strength of electric, magnetic and gravitational forces. | Science MS-PS2-3, MS-PS2-4, MS-PS2-5 |
| | **Pre-AP** | |
| **7.SCAP.1** | Utilize skepticism, logic, and professional ethics in science | Pre-AP Standards |
| **7.SCAP.2** | Formulate appropriate questions to test understanding of natural phenomena | Pre-AP Standards |
| | **Adv. 7th Math** | |
| | **Expressions and Equations** | |
| **7.MEEA.1** | Know that there are non-rational numbers and approximate them with rational numbers | 8.NS.1, 2 |
| **7.MEEA.2** | Use mixed fractions to solve real-world problems | 8.EE.2 |
| **7.MEEA.3** | Convert between fractions, decimals, and percent. | 8.NS.1 |
| **7.MEEA.4** | Use multiple representations to develop an understanding of exponents, roots, and scientific notations. | 8.EE.3-8.EE.4 |
| **7.MEEA.5** | Write, solve, and justify algebraic and graphical models and linear equations from a variety of physical, numeric, and verbal descriptions | 8.EE.5, 8.EE.B.5, 8.EE.B.6, 8.EE.C.7a,8.EE.C.7, 8.EE.C.8, 8.EE.C.8a, 8.EE.C.8c |
| | **Geometry** | |
| **7.MGEOA.1** | Complete transformations, analyze relationships, and solve problems that preserve congruence and similarity, as well as those that do not conserve congruence and similarity | 8.G.A.1a-c, 8.G.A.4, 5 |
| **7.MGEOA.2** | Apply the Pythagorean Theorem to solve problems | 8.G.A.6,7,8 |
| **7.MGEOA.3** | Find surface area, lateral area, and volume of solids and composite solids. | 8.G.A.9 |

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| **7.MGEOA.4** | Model written descriptions of physical scenarios | 8.G.A.5 |
| **7.MGEOA.5** | Justify mathematical conclusions verbally and in writing using accurate and precise language. | 8.G.B.6 |
| | **Functions** | |
| **7.FUNA.1** | Define, evaluate and compare functions verbally, visually, and in writing | 8.F.A.1, 2,3, Pre-AP Standards |
| **7.FUNA.2** | Represent functions in different ways, including graphical, algebraic, analytic, and verbal. | 8.F.A.3,4,5; 6.F.B.4,5 |
| | **Statistics & Probability** | |
| **7.MSPA.1** | Investigate patterns of association in bivariate data | 8.SP.A.1, 2 |
| **7.MSPA.2** | Create, interpret, and use graphs and tables to solve real-world statistics problems. | 8.SP.A.2, 8.SP.A.3, 8.SP.A.4 |
| **7.MSPA.3** | Develop an understanding of statistical terminology | Pre-AP Standards |

## 8th Grade

| | District Standard | State Standard |
|---|---|---|
| | **Spanish** | |
| **8.SPN.1** | Communicate in languages other than English | World Language 1.1 – 1.3 |
| **8.SPN.2** | Gain knowledge and understanding of other cultures | World Language 2.1 – 2.2 |
| **8.SPN.3** | Connect world language with other disciplines and acquire information | World Language 3.1 – 3.2 |
| **8.SPN.4** | Develop insight into the nature of language and culture | World Language 4.1 – 4.2 |
| **8.SPN.5** | Participate in multilingual communities at home & around the world | World Language 5.1 – 5.2 |
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| | **Health** | |
| **8.HE.1** | Comprehend concepts related to health promotion and disease prevention to enhance health | Health Education 1.8.1 – 1.8.9 |
| **8.HE.2** | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | Health Education 2.8.1 – 2.8.10 |

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| **8.HE.3** | Demonstrate the ability to access valid information, products, and services to enhance health | Health Education 3.8.1 – 3.8.5 |
| **8.HE.4** | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks | Health Education 4.8.1 – 4.8.4 |
| **8.HE.5** | Demonstrate the ability to use decision-making skills to enhance health | Health Education 5.8.1 – 5.8.7 |
| **8.HE.6** | Demonstrate the ability to use goal-setting skills to enhance health | Health Education 6.8.1 – 6.8.4 |
| **8.HE.7** | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks | Health Education 7.8.1 – 7.8.3 |
| **8.HE.8** | Demonstrate the ability to advocate for personal, family, and community health | Health Education 8.8.1 – 8.8.4 |
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| | **Physical Education** | |
| **8.PE.1** | Demonstrate proficiency in a variety of motor skills and movement patterns | PE S1.M1.8 – S1.M24.8 |
| **8.PE.2** | Apply knowledge of concepts, principles, strategies, and tactics to enhance movement and performance | PE S2.M1.8 – S2.M14.8 |
| **8.PE.3** | Demonstrate the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness | PE S3.M1.8 – S3.M18.8 |
| **8.PE.4** | Exhibits responsible personal and social behavior that respects self, others, and environment | PE S4.M1.8 – S4.M7.8 |
| **8.PE.5** | Recognizes the value of physcial activity for health, enjoyment, challenge, self-expression, employment opportunities, and social interaction | PE S5.M1.8 – S5.M6.8 |
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| | **Social Studies** | |
| | **U.S. History** | |
| **8.USH.1** | Analyze how major events are chronologically connected and evaluate their impact on one another | Social Studies 8.H.1.1 – 8.H.1.6 |
| **8.USH.2** | Analyze and evaluate the impact of people, events, ideas, and symbols upon history using multiple sources | Social Studies 8.H.2.1 – 8.H.2.5 |
| **8.USH.3** | Analyze and evaluate historical events from multiple perspectives | Social Studies 8.H.3.1 – 8.H.3.4 |

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| **8.USH.4** | Identify and evaluate the causes and effects of past, current, and potential events, issues, and problems | Social Studies 8.H.4.1 – 8.H.4.11 |
| **8.USH.5** | Develop historical research skills | Social Studies 8.H.5.1 – 8.H.5.3 |
| | **Civics/Government** | |
| **8.CG.1** | Explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of government | Social Studies 8.C.1.1 – 8.C.1.3 |
| **8.CG.2** | Explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights, and subsequent amendments | Social Studies 8.H.2.2 – 8.H.2.3 |
| **8.CG.3** | Explain how the Constitution organizes the government of the United States | Social Studies 8.C.3.1 – 8.C.3.3 |
| **8.CG.4** | Understand the fundamental principles of America's democratic republic and the United States Constitution, and the inherent conflicts that may arise | Social Studies 8.C.4.1 – 8.C.4.3 |
| **8.CG.5** | Understand the ways in which a citizen can use their basic rights to influence the decisions of the republic | Social Studies 8.C.5.1 – 8.C.5.2 |
| **8.CG.6** | Describe the elements of how U.S. foreign policy is made and understand the challenges and influences of the United States Government | Social Studies 8.C.6.1 |
| | **Economics** | |
| **8.ECON.1** | Analyze the ways government can impact the market | Social Studies 8.E.3.1 |
| **8.ECON.2** | Explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services | Social Studies 8.E.4.1 – 8.E.4.3 |
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| | **Current Events** | |
| **8.CE.1** | Gain an understanding and appreciation for current events | Social Studies 8.H.4.6, 8.H.5.1 – 8.H.5.2 |
| **8.CE.2** | Compare and contrast different types of media that provide the public with information on current events | Social Studies 8.H.5.3, 8.C.5.2 |

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| **8.CE.3** | Provides examples of how current events affect the everyday life of people, including how the reporting of these events allows for an interconnected world in real time | Social Studies 8.H.4.6, 8.H.5.2, 8.C.1.2, 8.C.5.1 |
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| | **Computers** | |
| **8.CMP.1** | Use technology to research, locate, organize, evaluate, analyze, and determine the relevancy and reliability of information | Technology 8.ET.RL.1.1 – 8.ET.RL.1.2, 8.ET.RL.2.1 |
| **8.CMP.2** | Utilize technology to connect various aspects of life & solve problems | Technology 8.ET.CT.1.1, 8.ET.CT.2.1, 8.ET.CT.3.1 |
| **8.CMP.3** | Analyze the safe, ethical, legal, and societal issues related to technology | Technology 8.ET.DC.1.1 – 8.ET.DC.1.5 |
| **8.CMP.4** | Gain a functional understanding of both past and present technologies in order to optimize use of current technological systems | Technology 8.ET.OC.1.1 – 8.ET.OC.1.2, 8.ET.OC.2.1, 8.ET.OC.3.1 – 8.ET.OC.3.6 |
| **8.CMP.5** | Use technology to generate ideas and promote creativity | Technology 8.ET.CI.1.1 – 8.ET.CI.1.2 |
| **8.CMP.6** | Use technology to communicate and collaborate with others for an identified purpose | Technology 8.ET.CC.1.1, 8.ET.CC.2.1 |
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| | **Earth and Space Science (through 2018-2019)** | |
| | *Students will be able to apply, communicate, practice, and relate science and engineering practices, engineering design standards, and crosscutting concepts, as described by the South Dakota Science Standards, in the following core areas:* | Science SEP 1 – SEP 8, 6-8-ETS1-1 – 6-8-ETS1-4, CCC: Patterns, Cause/Effect, Scale/Proportion, Systems, Energy/Matter, Structure/Function, Stability/Change, Technology |
| | **Earth's Place in the Universe** | |
| **8.EPU.1** | The Universe and its stars | Science MS-ESS1-1 – MS-ESS1-2 |
| **8.EPU.2** | Earth and the solar system | Science MS-ESS1-1 – 3 |
| **8.EPU.3** | The history of planet Earth | Science MS-ESS2-3 |
| | **Earth's Systems** | |
| **8.ES.1** | Earth materials and systems | Science MS-ESS2-1 – MS-ESS2-2 |
| **8.ES.2** | Plate tectonics and large-scale system interactions | Science MS-ESS2-3 |

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| **8.ES.3** | The roles of water in Earth's surface processes | Science MS-ESS2-2, MS-ESS2-4 – MS-ESS2-6 |
| **8.ES.4** | Weather and Climate | Science MS-ESS2-5 – MS-ESS2-6 |
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| | **Physical Science (after 2018-2019)** | |
| | *Students will be able to apply, communicate, practice, and relate science and engineering practices, engineering design standards, and crosscutting concepts, as described by the South Dakota Science Standards, in the following core areas:* | Science SEP 1 – SEP 8, 6-8-ETS1-1 – 6-8-ETS1-4, CCC: Patterns, Cause/Effect, Scale/Proportion, Systems, Energy/Matter, Structure/Function, Stability/Change, Technology |
| | **Matter and its interactions** | |
| **8.MI.1** | Structure and properties of matter | Science MS-PS1-1 – MS-PS1-4 |
| **8.MI.2** | Chemical reactions | Science MS-PS-1-2 – MS-PS1-3, MS-PS1-5 – MS-PS1-6 |
| | **Motion and stability: Forces and interactions** | |
| **8.MSF.1** | Forces and motion | Science MS-PS2-1 – MS-PS2-2 |
| **8.MSF.2** | Types of interactions | Science MS-PS2-3, MS-PS2-4 – MS-PS2-5 |
| | **Energy** | |
| **8.EGY.1** | Definition of energy | Science MS-PS1-4, MS-PS3-1 – MS-PS3-4 |
| **8.EGY.2** | Conservation of energy and energy transfer | Science MS-PS3-3 – MS-PS3-5 |
| **8.EGY.3** | Relationship between energy and forces | Science MS-PS3-2 |
| | **Waves and their applications in technologies for information transfer** | |
| **8.WVA.1** | Identify wave properties, including wavelength, frequency, reflection, absorption, transmission of electromagnetic radiation, and wave-particle duality | Science MS-PS4-1 – MS-PS4-2, *HS-PS4-1 – HS-PS4-5* |

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| | **General Music/Music Enrichment** | |
| **8.GM.1** | Generate, develop, and refine musical ideas and work | Fine Arts 6-8.MUg.Cr.1.1a, 6-8.MUg.Cr.2.1a – 6-8.MUg.Cr.2.1b, 6-8.MUg.Cr.3.1a – 6-8.MUg.Cr.3.1b, 6-8.MUg.Cr.3.2a |
| **8.GM.2** | Develop and refine artistic ideas and work for presentation | Fine Arts 6-8.MUg.Pr.4.1a, 6-8.MUg.Pr.4.2a – 6-8.MUg.Pr.4.2c, 6-8.MUg.Pr.4.3a, 6-8.MUg.Pr.5.1a, 6-8.MUg.Pr.6.1a – 6-8.MUg.Pr.6.1b |
| **8.GM.3** | Identify, analyze, and interpret or reflect upon select musical works as they relate to societal, historical, cultural, and personal context to deepen understanding | Fine Arts 6-8.MUg.Re.7.1a, 6-8.MUg.Re.7.2a – 6-8.MUg.Re.7.2b, 6-8.MUg.Re.9.1a, 6-8.MUg.Cn.11.1a |
| **8.GM.4** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUg.Re.8.1a, 6-8.MUg.Cn.10.1a |
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| | **Band** | |
| **8.BND.1** | Organize, develop, and refine artistic ideas and work for presentation | Fine Arts 6-8.MUe.Cr.1.1a, 6-8.MUe.Cr.2.1a, 6-8.MUe.Cr.3.1a, 6-8.MUe.Cr.3.2a, 6-8.MUe.Pr.5.1a |
| **8.BND.2** | Identify, analyze, and interpret or reflect upon select works as they relate to societal, historical, cultural, and personal context to gain a deeper understanding of music | Fine Arts 6-8.MUe.Pr.4.1a, 6-8.MUe.Pr.4.2a – 6-8.MUe.Pr.4.2b, 6-8.MUe.Pr.4.3a, 6-8.MUe.Re.7.1a, 6-8.MUe.Re.7.2a – 6-8.MUe.Re.7.2b, 6-8.MUe.Re.9.1a, 6-8.MUe.Cn.10.1a, 6-8.MUe.Cn.11.1a |
| **8.BND.3** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUe.Pr.6.1a – 6-8.MUg.Pr.6.1b, 6-8.MUe.Re.8.1a |

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| | **Choir** | |
| **8.CHR.1** | Organize, develop, and refine artistic ideas and work for presentation | Fine Arts 6-8.MUe.Cr.1.1a, 6-8.MUe.Cr.2.1a, 6-8.MUe.Cr.3.1a, 6-8.MUe.Cr.3.2a, 6-8.MUe.Pr.5.1a |
| **8.CHR.2** | Identify, analyze, and interpret or reflect upon select works as they relate to societal, historical, cultural, and personal context to gain a deeper understanding of music | Fine Arts 6-8.MUe.Pr.4.1a, 6-8.MUe.Pr.4.2a – 6-8.MUe.Pr.4.2b, 6-8.MUe.Pr.4.3a, 6-8.MUe.Re.7.1a, 6-8.MUe.Re.7.2a – 6-8.MUe.Re.7.2b, 6-8.MUe.Re.9.1a, 6-8.MUe.Cn.10.1a, 6-8.MUe.Cn.11.1a |
| **8.CHR.3** | Convey and interpret intent and meaning through the presentation of musical work | Fine Arts 6-8.MUe.Pr.6.1a – 6-8.MUg.Pr.6.1b, 6-8.MUe.Re.8.1a |
| | **Art** | |
| **8.ART.1** | Conceptualize, organize, and develop artistic ideas and work | Fine Arts 6-8.VA.Cr.1.1 – 6-8.VA.Cr.1.2, 6-8.VA.Cr.2.1 – 6-8.VA.Cr.2.4 |
| **8.ART.2** | Refine and complete artistic work | Fine Arts 6-8.VA.Cr.3.1 |
| **8.ART.3** | Identify, analyze, interpret, and evaluate artistic works | Fine Arts 6-8.VA.Pr.4.1, 6-8.VA.Re.7.1 – 6-8.VA.Re.7.2, 6-8.VA.Re.8.1, 6-8.VA.Re.9.1 |
| **8.ART.4** | Relate societal, historical, cultural, and personal experience and knowledge to gain a deeper understanding of art | Fine Arts 6-8.VA.Cn.10.1, 6-8.VA.Cn.11.1 |
| | **English/Language Arts** | |
| | **Reading** | |
| **8.READ.1** | Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events | English Language Arts 8.RL.1 – 8.RL.3, 8.RI.1 – 8.RI.3 |

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| **8.READ.2** | Analyze and interpret words, phrases, and structure to gain both a technical and stylistic understanding of a text | English Language Arts 8.RL.4 – 8.RL.6, 8.RI.4 – 8.RI.6 |
| **8.READ.3** | Integrate knowledge and ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themes, topics, and evidence | English Language Arts 8.RL.7 – 8.RL.9, 8.RI.7 – 8.RI.9 |
| **8.READ.4** | Read and comprehend complex literary and informational texts independently and proficiently | English Language Arts 8.RL.10, 8.RI.10 |
| | **Writing** | |
| **8.WRT.1** | Write argumentative, informative, and narrative texts that convey relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content | English Language Arts 8.W.1 – 8.W.3 |
| **8.WRT.2** | Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing | English Language Arts 8.W.4 – 8.W.6 |
| **8.WRT.3** | Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | English Language Arts 8.W.7 – 8.W.9 |
| **8.WRT.4** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (one or two class periods) for a range of tasks, purposes, and audiences | English Language Arts 8.W.10 |
| | **Language** | |
| | *Students will be able to integrate the Language Progressive Skills, as described in the South Dakota English Language Arts Standards, in the following core areas:* | English Language Arts L.3.1f, L.3.3a, L.4.1f, L.4.1g, L.4.3b, L.5.1d, L.5.2a, L.6.1c, L.6.1d, L.6.1e, L.6.2a, L.6.3a, L.6.3b, L.7.1c, L.7.3a, L.8.1d |
| **8.LNG.1** | Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling | English Language Arts 8.L.1 – 8.L.2 |

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| **8.LNG.2** | Apply knowledge of language to understand how language functions in different contexts, and to comprehend more fully when reading or listening | English Language Arts 8.L.3 |
| **8.LNG.3** | Demonstrate the ability to both determine and understand word meaning, relationships, and phrases for reading, writing, speaking, and listening | English Language Arts 8.L.4 – 8.L.6 |
| | **Speaking and Listening** | |
| **8.SL.1** | Prepare for, participate in, and evaluate a range of conversations and collaborations with diverse partners presented in a variety of media and formats | English Language Arts 8.SL.1 – 8.SL.3 |
| **8.SL.2** | Adapt speech to a variety of contexts, formats, media, and communicative tasks, demonstrating full command of formal English towards the ability to present, express, and understand information | English Language Arts 8.SL.4 – 8.SL.6 |
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| | **Math** | |
| | *Students will be able to integrate the Standards for Mathematical Practice, as described in the South Dakota Mathematics Standards, in the following core areas:* | SMP1 – SMP8 |
| | **The Number System** | |
| **8.MNS.1** | Know that there are numbers that are not rational, and approximate them by rational numbers | Math 8.NS.1 – 8.NS.2 |
| | **Expressions and Equations** | |
| **8.MEE.1** | Evaluate expressions and equations with radicals and integer exponents | Math 8.EE.1 – 8.EE.4 |
| **8.MEE.2** | Understand proportional relationships and represent them multiple ways (equations, graphs, written, tables) | Math 8.EE.5 – 8.EE.6 |
| **8.MEE.3** | Write, analyze, and solve linear equations in one variable | Math 8.EE.7 |
| **8.MEE.4** | Write, analyze, and solve systems of linear equations | Math 8.EE.8 |

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| | **Functions** | |
| **8.MFNC.1** | Define, evaluate, and compare functions | Math 8.F.1 – 8.F.3 |
| **8.MFNC.2** | Use functions to model relationships between quantities and represent them in multiple ways | Math 8.F.4 – 8.F.5 |
| | **Geometry** | |
| **8.MGEO.1** | Apply transformations to prove figures are similar or congruent | Math 8.G.1 – 8.G.4 |
| **8.MGEO.2** | Understand and apply angle properties of triangles and parallel lines | Math 8.G.5 |
| **8.MGEO.3** | Understand and apply the Pythagorean Theorem | Math 8.G.6 – 8.G.8 |
| **8.MGEO.4** | Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres | Math 8.G.9 |
| | **Statistics and Probability** | |
| **8.MSP.1** | Use two-way frequency tables to represent and analyze bivariate data | Math 8.SP.4 |
| **8.MSP.2** | Use linear models to describe and analyze bivariate data | Math 8.SP.1 – 8.SP.3 |
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| | **FACS** | MS CTE Human Services 1-4; National FACS 2.5-2.6, 8.2-8.5 |
| **8.FACS.1** | Understand basic cooking, nutrition, and wellness concepts | |
| **8.FACS.2** | Explore career opportunities to make informed career decisions | |
| **8.FACS.3** | Organize interest assessment results to explore career cluster options. | |
| **8.FACS.4** | Explore family and consumer science principles. | |
| | **Tech Ed** | |
| | **Technology Education** | |
| **8.TE.1** | Understand the scope and nature of technology | MS CTE STEM TEMS.1.1 – TEMS.1.2 |
| **8.TE.2** | Analyze the affect of technology on the environment | MS CTE STEM TEMS.2.1 – TEMS.2.3 |
| **8.TE.3** | Apply problem-solving strategies demonstrating use of the design process | MS CTE STEM TEMS.3.1 – TEMS.3.3 |

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| **8.TE.4** | Understand the use and application of technology | MS CTE STEM TEMS.4.1 – TEMS.4.6 |
| | **Mechanics/Robotics** | |
| **8.MR.1** | Understand the components that make up a robot | MS CTE STEM MSMR1.1 – MSMR1.3 |
| **8.MR.2** | Investigate the impact of robotics on our society | MS CTE STEM MSMR2.1 – MSMR2.3 |
| **8.MR.3** | Design a robot to solve a particular problem | MS CTE STEM MSMR3.1 – MSMR3.5 |
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| | **PLTW: Automation and Robotics** | |
| **8.PLTW.1** | Explore the history, development, and influence of automation and robotics. | |
| **8.PLTW.2** | Use VEX Robotics to design, build, and program real-world objects. | |

## 8th Grade Advanced Courses

| | Course Standard | State Standards Being Assessed |
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| | **Advanced 8th English/Language Arts** | |
| | **Reading** | |
| **8.READA.1** | Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events | English Language Arts 7.RL.1 – 7.RL.3, 7.RI.1 – 7.RI.3 |
| **8.READA.2** | Analyze and interpret words, phrases, and structure to gain a technical, rhetorical, and stylistic understanding of a text | English Language Arts 7.RL.4 – 7.RL.6, 7.RI.4 – 7.RI.6, Pre-AP Standards |
| **8.READA.3** | Integrate knowledge and ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themese, topics, and evidence | English Language Arts 7.RL.7 – 7.RL.9, 7.RI.7 – 7.RI.9 |
| **8.READA.4** | Read and comprehend complex literary and informational texts independently and proficiently | English Language Arts 7.RL.10, 7.RI.10 |

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| | **Writing** | |
| **8.WRTA.1** | Write argumentative, informative, and narrative texts that convey relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content | English Language Arts 7.W.1 – 7.W.3 |
| **8.WRTA.2** | Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing | English Language Arts 7.W.4 – 7.W.6, Pre-AP Standards |
| **8.WRTA.3** | Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | English Language Arts 7.W.7 – 7.W.9 |
| **8.WRTA.4** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (one or two class periods) for a range of tasks, purposes, and audiences | English Language Arts 7.W.10 |
| | **Language** | |
| | *Students will be able to integrate the Language Progressive Skills, as described in the South Dakota English Language Arts Standards, in the following core areas:* | English Language Arts L.7.1c, L.7.3a |
| **8.LNGA.1** | Demonstrate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling | English Language Arts 7.L.1 – 7.L.2 |
| **8.LNGA.2** | Apply knowledge of language to understand how language functions in different contexts, and to comprehend more fully when reading or listening | English Language Arts 7.L.3 |
| **8.LNGA.3** | Demonstrate the ability to determine, understand, and apply word meaning, relationships, and phrases for reading, writing, speaking, and listening | English Language Arts 7.L.4 – 7.L.6, Pre-AP Standards |

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| | **Speaking and Listening** | |
| **8.SLA.1** | Prepare for, participate in, and evaluate a range of conversations and collaborations with diverse partners presented in a variety of media and formats | English Language Arts 7.SL.1 – 7.SL.3 |
| **8.SLA.2** | Adapt speech to a variety of contexts, formats, media, and communicative tasks, demonstrating full command of formal English towards the ability to present, express, and understand information | English Language Arts 7.SL.4 – 7.SL.6 |
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| | **Advanced Social Studies- Grade 8** | |
| | **U.S. History** | |
| **8.USHA.1** | Analyze how major events are chronologically connected and evaluate their impact on one another | Social Studies 8.H.1.1 – 8.H.1.6 |
| **8.USHA.2** | Use multiple sources and perspectives to analyze the cause, effect and/or impact of people, events, ideas and symbols | Social Studies 8.H.2.1 – 8.H.2.5, 8.H.3.1 – 8.H.3.4, 8.H.4.1 – 8.H.4.11, Pre-AP Standards |
| **8.USHA.3** | Develop historical research skills with respect to U.S. and World History | Social Studies 8.H.5.1 – 8.H.5.3, 9-12.H.5.1 – 9-12.H.5.3 |
| | **Civics/Government** | |
| **8.CGA.1** | Analyze the historical and philosophical basis for various forms of government | Social Studies 8.C.1.1 – 8.C.1.3, *9-12.C.1.1-9-12.C.1.5* |
| **8.CGA.2** | Explain the impact of America's founding documents | Social Studies 8.H.2.2 – 8.H.2.3, *9-12.C.2.1-9-12.C.2.6* |
| **8.CGA.3** | Explain how the Constitution organizes the government of the United States | Social Studies 8.C.3.1 – 8.C.3.3, *9-12.C.3.1-9-12.C.3.5* |
| **8.CGA.4** | Understand the fundamental principles of America's democratic republic and the United States Constitution, and the inherent conflicts that may arise | Social Studies 8.C.4.1 – 8.C.4.3, *9-12.C.4.1-9-12.C.4.4* |
| **8.CGA.5** | Understand the ways in which a citizen can use their basic rights to influence the decisions of the republic | Social Studies 8.C.5.1 – 8.C.5.2, *9-12.C.5.1-9-12.C.5.9* |
| **8.CGA.6** | Understand how foreign policy is made and America's role in world affairs | Social Studies 8.C.6.1, 9-12.C.6.1, *9-12.C.6.1-9-12.C.6.2* |

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| | **World History** | |
| **8.WHA.1** | Use multiple sources to analyze and evaluate the order, connections, and impact of people, events, ideas and symbols from multiple perspectives and disciplines | Social Studies *9-12.H.1.2; 9-12.H.2.1 – 9-12.H.2.5, 9-12.H.3.1 – 9-12.H.3.2, Pre-AP Standards* |
| **8.WHA.2** | Identify and evaluate the causes and effects of past, current, and potential events, issues, and problems | Social Studies *9-12.H.4.1 – 9-12.H.4.4, Pre-AP Standards* |
| | **Pre-AP** | |
| **8.SSAP.1** | Develop coherent written arguments that have a thesis, supported by relevant historical evidence. | Pre-AP Standards |
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| | **Advanced Physical Science** | |
| | *Students will be able to apply, communicate, practice, and relate science and engineering practices, engineering design standards, and crosscutting concepts, as described by the South Dakota Science Standards, in the following core areas:* | Science SEP 1 – SEP 8, 6-8-ETS1-1 – 6-8-ETS1-4, CCC: Patterns, Cause/Effect, Scale/Proportion, Systems, Energy/Matter, Structure/Function, Stability/Change, Technology |
| | **Matter and its interactions** | |
| **8.MIA.1** | Structure and properties of matter relating to atomic structure, trends in the periodic table, and chemical properties. | Science MS-PS1-1 – MS-PS1-4, *HS-PS1-1 – HS-PS1-2, HS-PS1-4* |
| **8.MIA.2** | Chemical reactions: Categorize and balance chemical reactions. | Science MS-PS-1-2, MS-PS1-4, MS-PS1-5 – MS-PS1-6, *HS-PS1-2, HS-PS1-4, HS-PS1-7* |
| | **Motion and stability: Forces and interactions** | |
| **8.MSFA.1** | Types of interactions: Evaluate gravitational and electromagnetic forces, and the factors that effect them | Science MS-PS2-1–MS-PS2-3, MS-PS2-5 |
| | **Energy** | |
| **8.EGYA.1** | Define and develop models to describe energy in context, including both the conservation and transfer of energy | Science MS-PS3-1 – MS-PS3-5, *HS-PS3-2, HS-PS3-4* |
| **8.EGYA.2** | Relationship between energy and forces, both kinetic and potential | Science MS-PS3-2 |
| **8.EGYA.3** | Energy in chemical processes and everyday life. Second Law of Thermodynamics. | Science *HS-PS3-4* |

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| | **Waves and their applications in technologies for information transfer** | |
| **8.WVA.1** | Identify wave properties, including wavelength, frequency, reflection, absorption, transmission of electromagnetic radiation, and wave-particle duality | Science MS-PS4-1 – MS-PS4-2, *HS-PS4-1 – HS-PS4-5* |
| | **Pre-AP** | |
| **8.SCAP.1** | Design and conduct scientific investigations in which hypotheses are formulated and tested. | Pre-AP Standards |
| **8.SCAP.2** | Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data. | Pre-AP Standards |
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| | **Adv. Algebra I** | |
| | **Equations and Expressions** | |
| **8.MEEA.1** | Write forms of algebraic expressions | A.SSE.1-4 |
| **8.MEEA.2** | Write, solve and interpret multi-step equations | A.APR.1-7; A.REI.1-12 |
| **8.MEEA.3** | Identify, create, and interpret functions represented multiple ways (equations, graphs, written description, numerical, analytical) | F.IF.1-9; F.BF.1-5; F.LE.1-5; F.TF.1-9 |
| **8.MEEA.4** | Model real world situations with linear equations and interpret their meaning | M.LE.2,5, A.REI.10,12, F.IF3,4,6,7,9, A.CED.1-3, A.REI.4, A.SSE.3 |
| **8.MEEA.5** | Write, solve and interpret a system of linear equations | M.LE.2,5, A.REI.10,12, F.IF.3,4,6,7,9, A.CED.1-3, A.REI.4, A.SSE.3 |
| **8.MEEA.6** | Write, solve and interpret a system of inequalities | A.REI.5-7, A.REI.11-12, A.CED.3 |
| **8.MEEA.7** | Understand and apply exponential rules to simplify expressions involving exponents and radicals | F.IF.4-7, A.CED.2, F.LE.1-3, F.LE.5 |
| **8.MEEA.8** | Add, subtract, multiply, divide and factor polynomial expressions | A.APR.1, A.SSE.2 |
| **8.MEEA.9** | Identify, create, solve and interpret quadratic equations represented multiple ways | F.IF.4,5,7,9, F.BF.3, A CED.1-3, A. REI.4, A.SSE.3 |

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| **8.MEEA.10** | Model real world situations with quadratic equations and interpret their meaning | F.IF.4,5,7,9, F.BF.3, A CED.1-3, A. REI.4, A.SSE.3 |
| | **Statistics and Probability** | |
| **8.MSPA.1** | Analyze univariate data using appropriate measures of center, variability, and patterns | M.LE.2,5, A.REI.10,12, F.IF.3,4,6,7,9, A.CED.1-3, A.REI.4, A.SSE.3 |
| **8.MSPA.2** | Describe and analyze relationships and patterns in bivariate data using linear models | M.LE .2,5, A.REI.10,12, F.IF.3,4,6,7,9, A.CED.1-3, A.REI.4, A.SSE.3 |
| **8.MSPA.3** | Develop an understanding of statistical terminology | Pre-AP |
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| | **Adv. Geometry** | |
| | **Theorems, Transformations, and Constructions** | |
| **8.TTCA.1** | Understand geometric terminology and notation and use it to analyze angle and segment relationships. | HSG-CO.A.1, HSG-GPE.B.6 |
| **8.TTCA.2** | Prove theorems about lines and angles (vertical angles, transversal angles, perpendicular bisectors, parallel lines, and perpendicular lines) | HSG-CO.C.9, HSG-GPE.B.5 |
| **8.TTCA.3** | Apply knowledge of transformations to prove figures are congruent. | HSG-CO.A.2-6 |
| **8.TTCA.4** | Prove and apply theorems about geometric relationships involving triangles (including the congruence criteria for triangles) | HSG-CO.B.7-8, HSG-CO.C.10, XHSG-SRT.B.5 |
| **8.TTCA.5** | Make formal geometric constructions with a variety of tools and methods. | HSG-CO.D.12 |
| **8.TTCA.6** | Prove and apply theorems about quadrilaterals. | HSG-CO.C.11 |
| **8.TTCA.7** | Understand and apply transformations to analyze and solve relationships in similar figures. | HSG-CO.A.2, HSG-SRT.A.1-5 |
| | **Geometric Analysis** | |
| **8.GAA.1** | Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. | HSG-SRT.C.8 |

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| **8.GAA.2** | Understand and apply theorems about circles to create proofs and solve problems. | Pre-AP |
| **8.GAA.3** | Find perimeters and areas of composite figures and regular polygons. | Pre-AP |
| **8.GAA.4** | Find surface areas and volumes of prisms, cylinders and cones, and apply them to solve design problems. | Pre-AP |
| | **Statistics and Probability** | |
| **8.MSPA.4** | Calculate and analyze probabilities, events, permutations, and combinations. | HSS-CP.A.1; HSS-CP.A.2-5; HSS-CP.A.6; HSS-CP.B.6-9; HSS-MD.B.6-7 |
| | **Pre-AP** | |
| **8.MAAP.1** | Use technology to help solve problems and support conclusions | Pre-AP |
| **8.MAAP.2** | Determine the reasonableness of solutions including size and relative accuracy | Pre-AP |
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| | **Advanced Algebra II** | |
| | *Students will be able to integrate the Standards for Mathematical Practice, as described in the South Dakota Mathematics Standards, in the following core areas:* | SMP1 – SMP8 |
| | **Functions, Equations, and Inequalities** | Math A.CED.1 – A.CED.4, F.IF.4 – F.IF.7, F.IF.9, F.BF.3, BF.A.1, BF.A.2, A.REI.11 |
| **8.FEIA.1** | Systems of equations and inequalities | |
| **8.FEIA.2** | Composition and use of various functions | |
| **8.FEIA.3** | Model real-world situations using one- and two-variable equations | |
| | **Exponential & Logarithmic Functions** | Math BF.A.1, BF.A.2, F.IF.4 – F.IF.7, F.IF.9, F.BF.3, F.BF.4, F.LE.4, A.CED.1 – A.CED.3 |
| **8.ELFA.1** | Arithmetic and geometric sequences | |
| **8.ELFA.2** | Identifying common differences and common ratios | |
| **8.ELFA.3** | Make connections between multiple ways to represent mathematical information: verbally, algebraically, and graphically | |

| | | |
|---|---|---|
| | **Quadratics & Polynomials** | Math N.CN.1, N.CN.2, N.CN.7, N.CN.8, A.SSE.1, A.SSE.2, A.CED.1, A.CED.2, F.BF.3, F.IF.4, F.IF.5, F.IF.7, F.IF.8, A.APR.1 – A.APR.3, A.APR.6, CN.C.9 |
| **8.QPA.1** | Polynomial functions and operations | |
| **8.QPA.2** | Polynomial graphs, expansion, and theorems | |
| | **Radical & Rational Functions** | Math F.IF.4, F.IF.5, F.IF.7, F.BF.3, A. APR.6, A.APR.7, A.SSE.1, A.SSE.2, A.CED.2 |
| **8.RRFA.1** | Factoring polynomials | |
| **8.RRFA.2** | Graphing polynomial functions | |

# The Grading Process

In pure standards-based grading, students are evaluated through rubric-based mastery of content at the end of an instructional window, and do not receive grades for daily activity. While students are formatively (informally) assessed by their teachers on a daily basis, this approach allows students much more flexibility and comfort to grow towards mastery without feeling the pressures of daily assessment. In a middle school environment, we feel an obligation to prepare our students for some of the expectations they will experience in high school, college, and careers. For that reason, we have combined standards-based grading with a more traditional grading scale to produce a system that carries both the benefits of standards-based grading described previously, and exposes them to performance expectations that they will experience throughout the rest of their lives. In this sense, students truly get the best of both worlds.

# Reporting of Grades

Students will receive marks for work on various activities completed in a given course: projects, daily work, quizzes, tests, etc. Within each assessment, points will be assigned by the teacher to a given course content standard, or category, for which they are responsible for mastering. As students progress through the course, they (along with their parents and teachers) will have access to a live online reporting system (Figure 1, Parent Portal) that will allow them to view student progress in each content standard. This will include a list of individual assignments, due dates, and scores categorized by standard. In addition, students and parents will also receive teacher feedback in order to better understand their current grades. At the end of each term, report cards will also be available through Parent Portal, providing a summary of student progress in all courses that the student is enrolled (Figure 2).

# Figure 1. Example of Live Grading Report Parent Portal

View as Portal User

| Standards Summary | |
|---|---|
| **Legend:** Final Grade In-Progress Grade Grade Not Available Yet | |
| **Grading Task** | **Course Grade Year** |
| Understand ratio concepts and use ratio reasoning to solve problems. | M 93.33% |
| Apply & extend previous understandings of multiplication & division to fractions | E 75% |
| Compute fluently w/ multi-digit numbers and find common factors & multiples | |
| Apply & extend understandings of numbers to the system of rational numbers | |
| Apply & extent understandings of arithmetic to algebraic expressions | |
| Reason about and solve one-variable equations and inequalities | |
| Represent & analyze quantitative relationships between dependent & independent variables | |
| Solve problems involving area, surface area, and volume | |
| Develop understanding of statistical variability | |
| Summarize and describe distributions | |

| Grading Task Summary | |
|---|---|
| **Legend:** Final Grade In-Progress Grade Grade Not Available Yet | |
| **Grading Task** | **Course Grade Year** |
| Course Grade | P 84.16% |

**Year Understand ratio concepts and use ratio reasoning to solve problems. Detail**

**Category: Daily Work**

| Name | Due Date | Assigned Date | Score | Turned In | Comments |
|---|---|---|---|---|---|
| Daily Work 1 | 08/25/2016 | 08/25/2016 | 70 | | |

**Year Apply & extend previous understandings of multiplication & division to fractions Detail**

**Category: Daily Work**

| Name | Due Date | Assigned Date | Score | Turned In | Comments |
|---|---|---|---|---|---|
| Daily Work 2 | 08/25/2016 | 08/25/2016 | 15 | | |

**Year Compute fluently w/ multi-digit numbers and find common factors & multiples Detail**

This Standard has no assignments assigned to it.

**Year Apply & extend understandings of numbers to the system of rational numbers Detail**

This Standard has no assignments assigned to it.

**Year Apply & extent understandings of arithmetic to algebraic expressions Detail**

This Standard has no assignments assigned to it.

**Year Reason about and solve one-variable equations and inequalities Detail**

This Standard has no assignments assigned to it.

**Year Represent & analyze quantitative relationships between dependent & independent variables Detail**

This Standard has no assignments assigned to it.

# Figure 2. Example of Student Report Card

| Academic Performance Level for Middle School Standards Based | | | | |
|---|---|---|---|---|
| **Name** | Meets Standard | Progressing | Emerging | Standard Not Met |
| **Score** | M | P | E | N |

| 6TH GRADE MATH | |
|---|---|
| | Term |
| | Year |
| **RATIOS AND PROPORTIONAL RELATIONSHIPS** | |
| Understand ratio concepts and use ratio reasoning to solve problems. | |
| **THE NUMBER SYSTEM** | |
| Apply & extend previous understandings of multiplication & division to fractions | |
| Compute fluently w/ multi-digit numbers and find common factors & multiples | |
| Apply & extend understandings of numbers to the system of rational numbers | |
| **EXPRESSIONS AND EQUATIONS** | |
| Apply & extent understandings of arithmetic to algebraic expressions | |
| Reason about and solve one-variable equations and inequalities | |
| Represent & analyze quantitative relationships between dependent & independent variables | |
| **GEOMETRY** | |
| Solve problems involving area, surface area, and volume | |
| **STATISTICS AND PROBABILITY** | |
| Develop understanding of statistical variability | |
| Summarize and describe distributions | |

| 7TH GRADE MATH | |
|---|---|
| | Term |
| | Year |
| **RATIOS AND PROPORTIONAL RELATIONSHIPS** | |
| Analyze proportional relationships and use them to solve real-world and mathematical problems | |
| **THE NUMBER SYSTEM** | |
| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers | |
| **EXPRESSIONS AND EQUATIONS** | |
| Use properties of operations to generate equivalent expressions | |
| Solve real-life and mathematical problems using numerical and algebraic expressions and equations | |
| **GEOMETRY** | |
| Draw, construct, and describe geometrical figures and describe the relationships between | |

| 7TH GRADE MATH | |
|---|---|
| | Term |
| | Year |
| them | |
| Solve real-life and mathematical problems involving angle measure, area, surface area, and volume | |
| **STATISTICS AND PROBABILITY** | |
| Use random sampling to draw inferences about population | |
| Draw informational comparative inferences about two populations | |
| Investigate chance processes & develop, use, & evaluate probability models | |

| 7TH GRADE ELA | |
|---|---|
| | Term |
| | Year |
| **READING** | |
| Cite key ideas and details from a text in order to make logical inferences relating to central ideas (themes), the development of individuals, and events. | |
| Analyze & interpret words, phrases, and structure to gain both technical and stylistic understanding of a text. | |
| Integrate knowledge & ideas presented in diverse formats of media, including words, in the evaluation and comparative analysis of textual themes, topics, and evidence. | |
| Read and comprehend complex literary and informational texts independently and proficiently | |
| **WRITING** | |
| Write argumentative, informative, and narrative texts containing relevant, complex, and organized ideas for the sake of effective and well-structured conveyance of content | |
| Use technological and traditional approaches to produce, develop, and strengthen clear and coherent, purposeful writing. | |
| Conduct both short and sustained research projects, gathering and citing credible information from multiple print and digital sources in order to support the analysis and reflection of focused research questions | |
| **LANGUAGE** | |
| Demonstrate command of the conventions of | |

# The Grading Scale:
# Understanding Your Child's Grade Report

As stated previously, we have combined standards-based grading with a more traditional grading scale to produce a system that carries both the benefits of standards-based grading described previously, and exposes them to performance expectations that they will experience throughout the rest of their lives. While traditional percentage benchmarks will be used to distinguish between the various levels of performance, standards-based terminology will replace the traditional A through F grading scale in order to give a more detailed description of student performance (Table 1).

**Table 1. Middle School Grading Scale**

| Grade | Percentage |
|---|---|
| **Meets Standard (M)** | **90% and above** |
| **Progressing (P)** | **80 – 89.5%** |
| **Emerging (E)** | **70 – 79.5%** |
| **Standard Not Met (N)** | **69.4% and below** |
| **Incomplete (I)** | **Inadequate Work:<br>Final Grade Not Assigned** |
| **Standard Not Assessed ( )** | **No Scores in Gradebook** |

- All standards will be available for assessment during each semester, or term, of the school year.
- Standards <u>not assessed</u> during a given term will be denoted with a <u>blank</u> in the grade book.
- Students must maintain a grade of *Emerging* or higher in each course standard in order to pass the course.