

AMERICAN INTERNATIONAL
SCHOOL OF LAGOS

Seventh Grade Standards



Behind 1004 Estates, Victoria Island

Lagos, Nigeria

(234-1)461-0985

www.aislagos.org

AISL MS SEVENTH GRADE LANGUAGE ARTS

ACADEMIC STANDARDS

GRADE 7

During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand symbolism and personification in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic, non-fiction, and poetry, and they begin to identify their own areas of reading interest. They write and deliver longer research reports and essays that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

The student will:

Fluency

- 7.1.1 Read aloud grade-level appropriate selections fluently and accurately with appropriate timing, changes in voice, and expression.
To meet expectations:

1st semester: 140-150 WPM oral and 150-180 WPM silent

2nd semester: 150-170 WPM oral and 160-190 WPM silent

Vocabulary and Concept Development

- 7.1.2 Identify and understand symbolism and personification in poetry.
- 7.1.3 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).

Example: Analyze the roots, prefixes, and suffixes to understand words, such as microscope, microphone, and microbe.

- 7.1.4 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

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Standard 2

READING: Understands The Meaning Of What Is Read

Students read and understand grade-level appropriate material. At Grade 7, in addition to regular classroom reading, students read a variety of fiction, poetry, and non-fiction.

The student will:

Comprehension

- 7.2.1 Apply comprehension monitoring strategies during and after reading grade-level selections.
- 7.2.2 Demonstrate basic understanding of theme or message, and can identify supporting details.
- 7.2.3 State the main idea(s) and provide text based evidence and details.
- 7.2.4 Summarize a selection including a topic sentence, main ideas, and a few key details.
- 7.2.5 Make inferences or predictions based on illustrations and reading

Analysis

- 7.2.6 Identifies events that advance the plot and determine how each event explains past or present action or foreshadowing/future action.
- 7.2.7 Demonstrates understanding of text features
 - Informational: titles, headings, table of contents, index, pictures, and captions
 - Literary: genre, story elements of plot/character/setting
- 7.2.8 Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.
- 7.2.9 Make connections (text to text, text to me, text to world).
- 7.2.10 Understand the point of view the selection is written from and how it impacts the reader.
- 7.2.11 Interpret how situations, actions, and other characters influence character's personality and development of the story.
- 7.2.12 Analyze the influence and/or relevance of the setting on the problem, resolution, mood, and tone.
- 7.2.13 Evaluate author's use of literary devices and how the author's style of writing influences different audiences.

Critical Thinking

- 7.2.14 Analyze author's purpose and evaluate the effectiveness for the audience.

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7.2.15 Use text based evidence to support an argument or defend a claim.

Standard 3

READING: Reads Different Materials For A Variety Of Purposes

The student will:

7.3.1 Analyze web-based and other sources for validity and relevance in research.

7.3.2 Understand a variety of functions for documents (i.e. newsletters, schedules, rules).

7.3.3 Analyze how great literary works from a variety of cultures contribute to the understanding of self, others, and world.

7.3.4 Read poetry and understand purposes and characteristics of different forms literary devices.

Standard 4

WRITING: Process

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

The student understands and follows a writing process.

7.4.1 Select an effective strategy for generating ideas and planning writing.

7.4.2 Produce a draft based on the prewriting plan, either by hand or electronically.

7.4.3 Revise a draft to improve text

- Rereads work several times and has a different purpose for each reading (sentence fluency, word choice, ideas, organization, voice).

7.4.4 Apply understanding of editing to improve writing

- Capitalization
- Usage
- Punctuation
- Spelling
-

7.4.5 Publish work using a variety of forms, including technology as part of the publication.

7.4.6 Use knowledge of time constraints to adjust the writing process.

Research Process and Technology

7.4.7 Identify a topic, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.

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- 7.4.8 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 7.4.9 Understand issues of plagiarism and copyright and gives credit for quoted or paraphrased information.

Standard 5

WRITING: Applications Of Different Types of Writing and Their Characteristics

At Grade 7, students continue to write narrative, expository (research reports of 500 to 800 words or more), and persuasive essays. Student writing demonstrates a basic command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

- 7.5.1 Write for different purposes and audiences
- Narratives – to develop a plot, setting, and characters
 - Expository – to inform or persuade
 - audience awareness
 - position
- 7.5.2 Write in a variety of forms/genre
- Persuasive writing
 - Research Report
 - Uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
 - Demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
 - Demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - Organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).
 - Poetry
 - Narrative

Standard 6

WRITING: Students Write Clearly and Effectively

The student will:

- 7.6.1 Develop ideas and organize writing.
- 7.6.2 Use appropriate style for the audience and purpose intended
- Develops sentence structure precisely for effect
 - Voice
 - Uses precise word choices to make writing interesting and exact
 - Uses literary devices such as symbolism, metaphors, and similes to convey specific meaning.
- 7.6.3 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.

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7.6.4 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

Standard 7

WRITING: Applies Knowledge of Grade Level Conventions

The student will write using Standard English conventions appropriate to this grade level.

7.7.1 Use legible writing in print or cursive writing

7.7.2 Spell derivatives correctly (words that come from a common base or root word) by applying the spellings of prefixes and suffixes)

7.7.3 Apply capitalization rules accurately and consistently (names, titles, directional words, and hyphens – as well as previously learned rules)

7.7.4 Apply proper punctuation rules (correct use of quotation marks, use of commas with introductory words/phrases/clauses, correct use of commas to set off words or direct address, and comma usage in conventional situations such as dates/addresses/parts of a letter)

7.7.5 Applies usage rules (uses pronouns correctly and uses modifiers correctly)

Standard 8

LISTENING AND SPEAKING: Skills, Strategies, and Applications

The student will deliver focused, coherent presentations that convey ideas clearly. The student will use the same Standard English conventions for oral speech that they use in their writing.

7.8.1 Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

7.8.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.

7.8.3 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.

7.8.4 Recite poetry (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.

7.8.5 Restate and carry out multiple-step oral instructions and directions.

7.8.6 Ask questions to confirm understanding or to seek information not already discussed.

7.8.7 Use non-verbal cues to understand the ideas of the speaker (such as facing the speaker to show active listening and using eye-contact).

7.8.9 Work effectively with others in a way that:

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- Uses appropriate language to interact.
- Selects language that is respectful of other’s feelings and rights.
- Uses collaboration skills to adapt the writing process, reading projects, or group presentations.

Standard 9

ANALYZE AND EVALUATE: Students Analyze and Evaluate Own and Other’s Reading, Writing, and Communication Skills

The student will analyze and evaluate others’ and own work, and adjust writing goals using established criteria. Students at Grade7 evaluate reading progress and apply strategies for setting grade-level appropriate reading goals. In addition, they evaluate books and authors to share common literary experiences. Students develop skills for communicating in front of an audience and analyze their strengths and areas for improvement.

The student will:

- 7.9.1 Identify aspects of the author’s craft (e.g. point of view, purpose).
- 7.9.2 Identify persuasive elements in a peer’s writing and critiques the effectiveness (e.g. audience appeal, concession and rebuttal, call to action).
- 7.9.3 Explain strengths and weaknesses of own writing using criteria (e.g. rubrics and anchor papers, checklists, content scoring guides).
- 7.9.4 Use criteria to choose and defend choices for a writing portfolio.
- 7.9.5 Provide evidence that goals have been met (e.g. selects pieces that demonstrate growth).
- 7.9.6 Evaluate and write reflections about growth in writing and sets goals to create an improvement plan (e.g. “In my next persuasive piece, I will include a personal anecdote.” “I will organize my pre-write into a logical plan before drafting.”).
- 7.9.7 Monitor and evaluate progress and adjust goals over time. (e.g., “I have three expository essays in my portfolio. I need to include a persuasive piece next semester.”).
- 7.9.8 Maintain a written log of goals and/or a portfolio of work.

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GRADE 7

In this technological age, mathematics is more important than ever. When students leave school, they are more and more likely to use mathematics in their work and everyday lives — operating computer equipment, planning timelines and schedules, reading and interpreting data, comparing prices, managing personal finances, and completing other problem-solving tasks. What they learn in mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future.

The following mathematics standards to make clear to teachers, students, and parents what knowledge, understanding, and skills students should acquire in Grade 7:

Standard 1 — Number Sense

Understanding the number system is the basis of mathematics. Students extend this understanding to include irrational numbers, such as π and the square root of 2. They compare and order rational and irrational numbers and convert terminating decimals into fractions. They also use exponents to write whole numbers in scientific notation and to write the prime factorizations of numbers.

Standard 2 — Computation

Fluency in computation is essential. Students add, subtract, multiply, and divide integers, fractions, and decimals. They solve problems using percentages, including calculating discounts, markups, and commissions. They use mental arithmetic to compute with simple fractions, decimals, and powers.

Standard 3 — Algebra and Functions

Algebra is a language of patterns, rules, and symbols. Students at this level use variables and other symbols to translate verbal descriptions into equations and formulas. They write and solve linear equations and inequalities, and write and use formulas to solve problems. They also use properties of the rational numbers to evaluate and simplify algebraic expressions, and they further extend their understanding of graphs by investigating rates of change for linear and nonlinear functions and by developing and using the concept of the slope of a straight line.

Standard 4 — Geometry

Students learn about geometric shapes and develop a sense of space. They link geometry to coordinate graphs, using them to plot shapes, calculate lengths and areas, and find images under transformations. They understand the Pythagorean Theorem and use it to find lengths in right triangles. They also construct nets (two-dimensional patterns) for three-dimensional objects, such as prisms, pyramids, cylinders, and cones.

Standard 5 — Measurement

The study of measurement is essential because of its uses in many aspects of everyday life. Students measure in order to compare lengths, areas, volumes, weights, times, temperatures, etc. They develop the concept of similarity and use it to make scale drawings and scale models and to solve problems relating to these drawings and models. They find areas and perimeters of two-dimensional shapes and volumes and surface areas of three-dimensional shapes, including irregular shapes made up of more basic shapes.

Standard 6 — Data Analysis and Probability

Data are all around us — in newspapers and magazines, in television news and commercials, in quality control for manufacturing — and students need to learn how to understand data. At this level, they learn how to display data in bar, line, and circle graphs and in stem-and-leaf plots. They analyze data displays to find whether they are misleading and analyze the wording of survey

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questions to tell whether these could influence the results. They find the probability of disjoint events. They also find the number of arrangements of objects using a tree diagram.

Standard 7 — Problem Solving

In a general sense, mathematics is problem solving. In all mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with irrational numbers, analyzing graphs, or finding surface areas, for example, students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

As part of their instruction and assessment, students should also develop the following learning skills by Grade 12 that are woven throughout the mathematics standards:

Communication

The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.

Reasoning and Proof

Mathematics is developed by using known ideas and concepts to develop others. Repeated addition becomes multiplication. Multiplication of numbers less than ten can be extended to numbers less than one hundred and then to the entire number system. Knowing how to find the area of a right triangle extends to all right triangles. Extending patterns, finding even numbers, developing formulas, and proving the Pythagorean Theorem are all examples of mathematical reasoning. Students should learn to observe, generalize, make assumptions from known information, and test their assumptions.

Representation

The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays. The concept of one-fourth may be described as a quarter, $\frac{1}{4}$, one divided by four, 0.25, $\frac{1}{4} + \frac{1}{4}$, 25 percent, or an appropriately shaded portion of a pie graph. Higher-level mathematics involves the use of more powerful representations: exponents, logarithms, π , unknowns, statistical representation, algebraic and geometric expressions. Mathematical operations are expressed as representations: +, =, divide, square. Representations are dynamic tools for solving problems and communicating and expressing mathematical ideas and concepts.

Connections

Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other. Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas (algebra, geometry, the entire number system). Mathematics is also the common language of many other disciplines (science, technology, finance, social science, geography) and students should learn mathematical concepts used in those disciplines. Finally, students should connect their mathematical learning to appropriate real-world contexts.

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Standard 1 NUMBER SENSE

Students understand and use scientific notation and square roots. They convert between fractions and decimals.*

- 7.1.1 Read, write, compare, and solve problems using whole numbers in scientific notation.
Example: Write 300,000 in scientific notation.
- 7.1.2 Compare and order rational* and common irrational* numbers and place them on a number line.
Example: Place in order: -2 , $\frac{5}{8}$, -2.45 , 0.9 , π , $-1\frac{3}{4}$.
- 7.1.3 Identify rational and common irrational numbers from a list.
Example: Name all the irrational numbers in the list: -2 , $\frac{5}{8}$, -2.45 , 0.9 , π , $-1\frac{3}{4}$.
- 7.1.4 Understand and compute whole number powers of whole numbers.
Example: $3^5 = 3 \times 3 \times 3 \times 3 \times 3 = ?$
- 7.1.5 Find the prime factorization* of whole numbers and write the results using exponents.
Example: $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$.
- 7.1.6 Understand and apply the concept of square root.
Example: Estimate the square root of 40 knowing the square root of 36 and 49.
- 7.1.7 Convert terminating decimals* into reduced fractions.
Example: Write 0.95 as a fraction.
- scientific notation: a shorthand way of writing numbers using powers of ten (e.g., $300,000 = 3 \times 10^5$)
 - rational number: a real number that can be written as a ratio of two integers* (e.g., $\frac{1}{2}$, $\frac{5}{6}$, $\frac{23}{9}$)
 - integers: $\dots, -3, -2, -1, 0, 1, 2, 3, \dots$
 - irrational number: a real number that cannot be written as a ratio of two integers (e.g., π , $\sqrt{3}$, 7π)
 - prime factors: e.g., prime factors of 12 are 2 and 3, the two prime numbers that divide 12
 - terminating decimals: decimals that do not continue indefinitely (e.g., 0.362, 34.1857)

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Standard 2 COMPUTATION

Students solve problems involving integers, fractions, decimals, ratios, and percentages.*

- 7.2.1 Solve addition, subtraction, multiplication, and division problems that use integers, fractions, decimals, and combinations of the four operations.
Example: The temperature one day is 5° . It then falls by 3° each day for 4 days and, after that, rises by 2° each day for 3 days. What is the temperature on the last day? Explain your method.
- 7.2.2 Calculate the percentage increase and decrease of a quantity.
Example: The population of a country was 36 million in 1990 and it rose to 41.4 million during the 1990s. What was the percentage increase in the population?
- 7.2.3 Solve problems that involve discounts, markups, and commissions.
Example: A merchant buys CDs for \$11 wholesale and marks up the price by 35%. What is the retail price?
- 7.2.4 Use estimation to decide whether answers are reasonable in problems involving fractions and decimals.
Example: Your friend says that $3\boxed{} \times 2\boxed{} = 10$. Without solving, explain why you think the answer is wrong.
- 7.2.5 Use mental arithmetic to compute with simple fractions, decimals, and powers.
Example: Find 3^4 without using pencil and paper.

* integers: ..., -3, -2, -1, 0, 1, 2, 3, ...

Standard 3 ALGEBRA AND FUNCTIONS

Students express quantitative relationships using algebraic terminology, expressions, equations, inequalities, and graphs.

- 7.3.1 Use variables and appropriate operations to write an expression, a formula, an equation, or an inequality that represents a verbal description.
Example: Write in symbols the inequality: 5 less than twice the number is greater than 42.
- 7.3.2 Write and solve two-step linear equations and inequalities in one variable and check the answers.
Example: Solve the equation $4x - 7 = 12$ and check your answer in the original equation.
- 7.3.3 Use correct algebraic terminology, such as variable, equation, term, coefficient*, inequality, expression, and constant.
Example: Name the variable, terms, and coefficient in this equation: $7x + 4 = 67$.
- 7.3.4 Evaluate numerical expressions and simplify algebraic expressions by applying the correct order of operations and the properties of rational numbers* (e.g., identity, inverse, commutative*, associative*, distributive properties*). Justify each step in the process.

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Example: Simplify $3(4x + 5x - 1) + 2(x + 3)$ by removing the parentheses and rearranging. Explain each step you take.

- 7.3.5 Solve an equation or formula with two variables for a particular variable.
Example: Solve the formula $C = 2\pi r$ for r .
- 7.3.6 Define slope as vertical change per unit of horizontal change and recognize that a straight line has constant slope or rate of change.
Example: Examine a table of values and make a conjecture about whether the table represents a linear function.
- 7.3.7 Find the slope of a line from its graph.
Example: Draw the graph of $y = 2x - 1$. Choose two points on the graph and divide the change in y -value by the change in x -value. Repeat this for other pairs of points on the graph. What do you notice?
- 7.3.8 Draw the graph of a line given the slope and one point on the line, or two points on the line.
Example: Draw the graph of the equation with slope of 3 and passing through the point with coordinates $(0, -2)$.
- 7.3.9 Identify functions as linear or nonlinear and examine their characteristics in tables, graphs, and equations.
Example: A plant is growing taller according to the formula $H = 2d + 3$, where H is the height after d days. Draw the graph of this function and explain what the point where it meets the vertical axis represents. Is this graph linear or nonlinear?
- 7.3.10 Identify and describe situations with constant or varying rates of change and know that a constant rate of change describes a linear function.
Example: In the last example, how will the graph be different if the plant's speed of growth changes?
- coefficient: e.g., 7 is the coefficient in $7x$
 - rational number: a real number that can be written as a ratio of two integers* (e.g., $\frac{1}{2}$, $\frac{5}{6}$, $\frac{23}{9}$)
 - integers: ..., -3, -2, -1, 0, 1, 2, 3, ...
 - commutative property: the order when adding or multiplying numbers makes no difference (e.g., $5 + 3 = 3 + 5$), but note that this is not true for subtraction or division
 - associative property: the grouping when adding or multiplying numbers makes no difference (e.g., in $5 + 3 + 2$, adding 5 and 3 and then adding 2 is the same as 5 added to $3 + 2$), but note that this is not true for subtraction or division
 - distributive property: e.g., $3(5 + 2) = (3 \times 5) + (3 \times 2)$

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Standard 4 GEOMETRY

Students deepen their understanding of plane and solid geometric shapes by constructing shapes that meet given conditions and by identifying attributes of shapes.

7.4.1 Understand coordinate graphs and use them to plot simple shapes, find lengths and areas related to the shapes, and find images under translations (slides), rotations (turns), and reflections (flips).

Example: Draw the triangle with vertices $(0, 0)$, $(3, 0)$, and $(0, 4)$. Find the lengths of the sides and the area of the triangle. Translate (slide) the triangle 2 units to the right. What are the coordinates of the new triangle?

7.4.2 Understand that transformations such as slides, turns, and flips preserve the length of segments, and that figures resulting from slides, turns, and flips are congruent* to the original figures.

Example: In the last example, find the lengths of the sides and the area of the new triangle. Discuss your results.

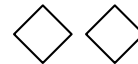
7.4.3 Know and understand the Pythagorean Theorem and use it to find the length of the missing side of a right triangle and the lengths of other line segments. Use direct measurement to test conjectures about triangles.

Example: Use the length and width of your classroom to calculate the distance across the room diagonally. Check by measuring.

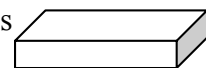
7.4.4 Construct two-dimensional patterns (nets) for three-dimensional objects, such as right prisms*, pyramids, cylinders, and cones.

Example: Draw a rectangle and two circles that will fit together to make a cylinder.

➤ congruent: the term to describe two figures that are the same shape and size



➤ right prism: a three-dimensional shape with two congruent ends that are polygons and all other faces are rectangles



Standard 5 MEASUREMENT

Students compare units of measure and use similarity to solve problems. They compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less regular objects.*

7.5.1 Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.

Example: The area of the school field is 3 acres. How many square yards is that? Explain your method.

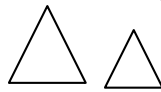
7.5.2 Use experimentation and modeling to visualize similarity problems. Solve problems using similarity.

Example: At a certain time, the shadow of your school building is 36 feet long. At the same time, the shadow of a yardstick held vertically is 4 feet long. How high is the school building?

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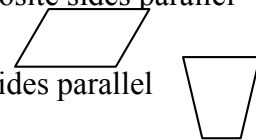
- 7.5.3 Read and create drawings made to scale, construct scale models, and solve problems related to scale.
Example: On a plan of your school, your classroom is 5 cm long and 3 cm wide. The actual classroom is 10 m long. How wide is it? Explain your answer.
- 7.5.4 Use formulas for finding the perimeter and area of basic two-dimensional shapes and the surface area and volume of basic three-dimensional shapes, including rectangles, parallelograms*, trapezoids*, triangles, circles, right prisms*, and cylinders.
Example: Find the surface area of a cylindrical can 15 cm high and with a diameter of 8 cm.
- 7.5.5 Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes.
Example: A room to be carpeted is a rectangle 5 m \times 4 m. A semicircular fireplace of diameter 1.5 m takes up some of the floor space. Find the area to be carpeted.
- 7.5.6 Use objects and geometry modeling tools to compute the surface area of the faces and the volume of a three-dimensional object built from rectangular solids.
Example: Build a model of an apartment building with blocks. Find its volume and total surface area.

- similar: the term to describe figures that have the same shape but may not have the same size



- parallelogram: a four-sided figure with both pairs of opposite sides parallel

- trapezoid: a four-sided figure with one pair of opposite sides parallel



- right prism: a three-dimensional shape with two congruent ends that are polygons and all other faces are rectangles



Standard 6 **DATA ANALYSIS AND PROBABILITY**

Students collect, organize, and represent data sets and identify relationships among variables within a data set. They determine probabilities and use them to make predictions about events.

- 7.6.1 Analyze, interpret, and display data in appropriate bar, line, and circle graphs and stem-and-leaf plots* and justify the choice of display.
Example: You survey the students in your school to find which of three designs for a magazine cover they prefer. To display the results, which would be more appropriate: a bar chart or a circle graph? Explain your answer.
- 7.6.2 Make predictions from statistical data.
Example: Record the temperature and weather conditions (sunny, cloudy, or rainy) at 1 p.m. each day for two weeks. In the third week, use your results to predict the temperature from the weather conditions.
- 7.6.3 Describe how additional data, particularly outliers, added to a data set may affect the mean*, median*, and mode*.

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Example: You measure the heights of the students in your grade on a day when the basketball team is playing an away game. Later you measure the players on the team and include them in your data. What kind of effect will including the team have on the mean, median, and mode? Explain your answer.

7.6.4 Analyze data displays, including ways that they can be misleading. Analyze ways in which the wording of questions can influence survey results.

Example: On a bar graph of a company's sales, it appears that sales have more than doubled since last year. Then you notice that the vertical axis starts at \$5 million and can see that sales have in fact increased from \$5.5 million to \$6.2 million.

7.6.5 Know that if P is the probability of an event occurring, then $1 - P$ is the probability of that event not occurring.

Example: The weather forecast says that the probability of rain today is 0.3. What is the probability that it won't rain?

7.6.6 Understand that the probability of either one or the other of two disjoint events* occurring is the sum of the two individual probabilities.

Example: Find the probability of rolling 9 with two number cubes. Also find the probability of rolling 10. What is the probability of rolling 9 or 10?

7.6.7 Find the number of possible arrangements of several objects using a tree diagram.

Example: A state's license plates contain 6 digits and one letter. How many different license plates can be made if the letter must always be in the third position and the first digit cannot be a zero?

* stem-and-leaf plot: e.g., this one shows 62, 63, 67, 71, 75, 75, 76, etc.

Stem	Leaf
6	2 3 7
7	1 5 5 6 8 9
8	0 1 1 2 3 5 5 7 8 8
9	1 2 2 3 3 4

* mean: the average obtained by adding the values and dividing by the number of values

* median: the value that divides a set of data, written in order of size, into two equal parts

* mode: the most common value in a given data set

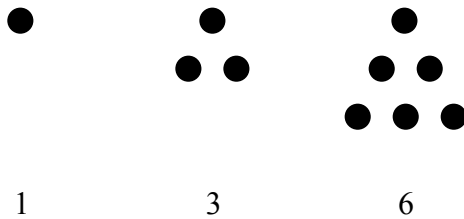
* disjoint events: events that cannot happen at the same time

AISL MS SEVENTH GRADE MATH ACADEMIC STANDARDS

Standard 7 PROBLEM SOLVING

Students make decisions about how to approach problems and communicate their ideas.

- 7.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Example: Solve the problem: “The first three triangular numbers are shown in the diagram below. Find an expression to calculate the n th triangular number.”



Decide to look for patterns.

- 7.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.
Example: In the first example, notice that three dots make an equilateral triangle for the number 3 and six dots make the next equilateral triangle.
- 7.7.3 Decide when and how to divide a problem into simpler parts.
Example: In the first example, decide to make a diagram for the fourth and fifth triangular numbers.

Students use strategies, skills, and concepts in finding and communicating solutions to problems.

- 7.7.4 Apply strategies and results from simpler problems to solve more complex problems.
Example: In the first example, list the differences between any two triangular numbers.
- 7.7.5 Make and test conjectures by using inductive reasoning.
Example: In the first example, predict the difference between the fifth and sixth numbers and use this to predict the sixth triangular number. Make a diagram to test your conjecture.
- 7.7.6 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.
Example: In the first example, use words, numbers, and tables to summarize your work with triangular numbers.
- 7.7.7 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
Example: Calculate the amount of aluminum needed to make a can with diameter 10 cm that is 15 cm high and 1 mm thick. Take π as 3.14 and give your answer to appropriate accuracy.
- 7.7.8 Select and apply appropriate methods for estimating results of rational-number computations.
Example: Measure the dimensions of a swimming pool to find its volume. Estimate an answer by working with an average depth.

AISL MS SEVENTH GRADE MATH ACADEMIC STANDARDS

- 7.7.9 Use graphing to estimate solutions and check the estimates with analytic approaches.
Example: Use a graphing calculator to find the crossing point of the straight lines $y = 2x + 3$ and $x + y = 10$. Confirm your answer by checking it in the equations.
- 7.7.10 Make precise calculations and check the validity of the results in the context of the problem.
Example: In the first example, check that your later results fit with your earlier ones. If they do not, repeat the calculations to make sure.

Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

- 7.7.11 Decide whether a solution is reasonable in the context of the original situation.
Example: In the first example, calculate the 10th triangular number and draw the triangle of dots that goes with it.
- 7.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.
Example: Use your method from the first example to investigate pentagonal numbers.

GRADE 7

In this technological age, mathematics is more important than ever. When students leave school, they are more and more likely to use mathematics in their work and everyday lives — operating computer equipment, planning timelines and schedules, reading and interpreting data, comparing prices, managing personal finances, and completing other problem-solving tasks. What they learn in mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future.

The following mathematics standards to make clear to teachers, students, and parents what knowledge, understanding, and skills students should acquire in Grade 7:

Standard 1 — Number Sense

Understanding the number system is the basis of mathematics. Students extend this understanding to include irrational numbers, such as π and the square root of 2. They compare and order rational and irrational numbers and convert terminating decimals into fractions. They also use exponents to write whole numbers in scientific notation and to write the prime factorizations of numbers.

Standard 2 — Computation

Fluency in computation is essential. Students add, subtract, multiply, and divide integers, fractions, and decimals. They solve problems using percentages, including calculating discounts, markups, and commissions. They use mental arithmetic to compute with simple fractions, decimals, and powers.

Standard 3 — Algebra and Functions

Algebra is a language of patterns, rules, and symbols. Students at this level use variables and other symbols to translate verbal descriptions into equations and formulas. They write and solve linear equations and inequalities, and write and use formulas to solve problems. They also use properties of the rational numbers to evaluate and simplify algebraic expressions, and they further extend their understanding of graphs by investigating rates of change for linear and nonlinear functions and by developing and using the concept of the slope of a straight line.

Standard 4 — Geometry

Students learn about geometric shapes and develop a sense of space. They link geometry to coordinate graphs, using them to plot shapes, calculate lengths and areas, and find images under transformations. They understand the Pythagorean Theorem and use it to find lengths in right triangles. They also construct nets (two-dimensional patterns) for three-dimensional objects, such as prisms, pyramids, cylinders, and cones.

Standard 5 — Measurement

The study of measurement is essential because of its uses in many aspects of everyday life. Students measure in order to compare lengths, areas, volumes, weights, times, temperatures, etc. They develop the concept of similarity and use it to make scale drawings and scale models and to solve problems relating to these drawings and models. They find areas and perimeters of two-dimensional shapes and volumes and surface areas of three-dimensional shapes, including irregular shapes made up of more basic shapes.

AISL Math 7 and Pre Algebra Academic Standards

Standard 6 — Data Analysis and Probability

Data are all around us — in newspapers and magazines, in television news and commercials, in quality control for manufacturing — and students need to learn how to understand data. At this level, they learn how to display data in bar, line, and circle graphs and in stem-and-leaf plots. They analyze data displays to find whether they are misleading and analyze the wording of survey questions to tell whether these could influence the results. They find the probability of disjoint events. They also find the number of arrangements of objects using a tree diagram.

Standard 7 — Problem Solving

In a general sense, mathematics is problem solving. In all mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with irrational numbers, analyzing graphs, or finding surface areas, for example, students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

As part of their instruction and assessment, students should also develop the following learning skills by Grade 12 that are woven throughout the mathematics standards:

Communication

The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts. Students should read text, data, tables, and graphs with comprehension and understanding. Their writing should be detailed and coherent, and they should use correct mathematical vocabulary. Students should write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.

Reasoning and Proof

Mathematics is developed by using known ideas and concepts to develop others. Repeated addition becomes multiplication. Multiplication of numbers less than ten can be extended to numbers less than one hundred and then to the entire number system. Knowing how to find the area of a right triangle extends to all right triangles. Extending patterns, finding even numbers, developing formulas, and proving the Pythagorean Theorem are all examples of mathematical reasoning. Students should learn to observe, generalize, make assumptions from known information, and test their assumptions.

Representation

The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays. The concept of one-fourth may be described as a quarter, $\frac{1}{4}$, one divided by four, 0.25,

$\frac{1}{8} + \frac{1}{8}$, 25 percent, or an appropriately shaded portion of a pie graph. Higher-level mathematics involves the use of more powerful representations: exponents, logarithms, π , unknowns, statistical representation, algebraic and geometric expressions. Mathematical operations are expressed as representations: +, =, divide, square. Representations are dynamic tools for solving problems and communicating and expressing mathematical ideas and concepts.

AISL Math 7 and Pre Algebra Academic Standards

Connections

Connecting mathematical concepts includes linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other. Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas (algebra, geometry, the entire number system). Mathematics is also the common language of many other disciplines (science, technology, finance, social science, geography) and students should learn mathematical concepts used in those disciplines. Finally, students should connect their mathematical learning to appropriate real-world contexts.

Standard 1 Number Sense

Students understand and use scientific notation and square roots. They convert between fractions and decimals.*

- 7.1.1 Read, write, compare, and solve problems using whole numbers in scientific notation.
Example: Write 300,000 in scientific notation.
- 7.1.2 Compare and order rational* and common irrational* numbers and place them on a number line.
Example: Place in order: -2, $\frac{5}{8}$, -2.45, 0.9, π , $-1\frac{3}{4}$.
- 7.1.3 Identify rational and common irrational numbers from a list.
Example: Name all the irrational numbers in the list: -2, $\frac{5}{8}$, -2.45, 0.9, π , $-1\frac{3}{4}$.
- 7.1.4 Understand and compute whole number powers of whole numbers.
Example: $3^5 = 3 \times 3 \times 3 \times 3 \times 3 = ?$
- 7.1.5 Find the prime factorization* of whole numbers and write the results using exponents.
Example: $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$.
- 7.1.6 Convert terminating decimals* into reduced fractions.
Example: Write 0.95 as a fraction.

* scientific notation: a shorthand way of writing numbers using powers of ten (e.g., $300,000 = 3 \times 10^5$)

* rational number: a real number that can be written as a ratio of two integers* (e.g., $\frac{1}{2}$, $\frac{5}{6}$, $\frac{23}{9}$)

* integers: ..., -3, -2, -1, 0, 1, 2, 3, ...

* irrational number: a real number that cannot be written as a ratio of two integers (e.g., π , $\sqrt{3}$, 7π)

* prime factors: e.g., prime factors of 12 are 2 and 3, the two prime numbers that divide 12

* terminating decimals: decimals that do not continue indefinitely (e.g., 0.362, 34.1857)

AISL Math 7 and Pre Algebra Academic Standards

Standard 2 Computation

Students solve problems involving integers, fractions, decimals, ratios, and percentages.*

- 7.2.1 Solve addition, subtraction, multiplication, and division problems that use integers, fractions, decimals, and combinations of the four operations.
Example: The temperature one day is 5° . It then falls by 3° each day for 4 days and, after that, rises by 2° each day for 3 days. What is the temperature on the last day? Explain your method.
- 7.2.2 Calculate the percentage increase and decrease of a quantity.
Example: The population of a country was 36 million in 1990 and it rose to 41.4 million during the 1990s. What was the percentage increase in the population?
- 7.2.3 Solve problems that involve discounts, markups, and commissions.
Example: A merchant buys CDs for \$11 wholesale and marks up the price by 35%. What is the retail price?
- 7.2.4 Use estimation to decide whether answers are reasonable in problems involving fractions and decimals.
Example: Your friend says that $3\frac{3}{8} \times 2\frac{7}{9} = 10$. Without solving, explain why you think the answer is wrong.
- 7.2.5 Use mental arithmetic to compute with simple fractions, decimals, and powers.
Example: Find 3^4 without using pencil and paper.

* integers: ..., -3, -2, -1, 0, 1, 2, 3, ...

Standard 3 Algebra and Functions

Students express quantitative relationships using algebraic terminology, expressions, equations, inequalities, and graphs.

- 7.3.1 Use variables and appropriate operations to write an expression, a formula, an equation, or an inequality that represents a verbal description.
Example: Write in symbols the inequality: 5 less than twice the number is greater than 42.
- 7.3.2 Write and solve two-step linear equations and inequalities in one variable and check the answers.
Example: Solve the equation $4x - 7 = 12$ and check your answer in the original equation.
- 7.3.3 Use correct algebraic terminology, such as variable, equation, term, coefficient*, inequality, expression, and constant.
Example: Name the variable, terms, and coefficient in this equation: $7x + 4 = 67$.
- 7.3.4 Evaluate numerical expressions and simplify algebraic expressions by applying the correct order of operations and the properties of rational numbers* (e.g., identity, inverse, commutative*,

AISL Math 7 and Pre Algebra Academic Standards

associative*, distributive properties*). Justify each step in the process.

Example: Simplify $3(4x + 5x - 1) + 2(x + 3)$ by removing the parentheses and rearranging. Explain each step you take.

7.3.5 Solve an equation or formula with two variables for a particular variable.

Example: Solve the formula $C = 2\pi r$ for r .

7.3.6 Identify functions as linear or nonlinear and examine their characteristics in tables, graphs, and equations.

Example: A plant is growing taller according to the formula $H = 2d + 3$, where H is the height after d days. Draw the graph of this function and explain what the point where it meets the vertical axis represents. Is this graph linear or nonlinear?

Standard 4 Geometry

Students deepen their understanding of plane and solid geometric shapes by constructing shapes that meet given conditions and by identifying attributes of shapes.

7.4.1 Understand coordinate graphs and use them to plot simple shapes, find lengths and areas related to the shapes, and find images under translations (slides), rotations (turns), and reflections (flips).

Example: Draw the triangle with vertices $(0, 0)$, $(3, 0)$, and $(0, 4)$. Find the lengths of the sides and the area of the triangle. Translate (slide) the triangle 2 units to the right. What are the coordinates of the new triangle?

7.4.2 Understand that transformations such as slides, turns, and flips preserve the length of segments, and that figures resulting from slides, turns, and flips are congruent* to the original figures.

Example: In the last example, find the lengths of the sides and the area of the new triangle. Discuss your results.

Standard 5 Measurement

Students compare units of measure and use similarity to solve problems. They compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less regular objects.*

7.5.1 Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.

Example: The area of the school field is 3 acres. How many square yards is that? Explain your method.

7.5.2 Use experimentation and modeling to visualize similarity problems. Solve problems using similarity.

Example: At a certain time, the shadow of your school building is 36 feet long. At the same time, the shadow of a yardstick held vertically is 4 feet long. How high is the school building?

AISL Math 7 and Pre Algebra Academic Standards

- 7.5.3 Read and create drawings made to scale, construct scale models, and solve problems related to scale.
Example: On a plan of your school, your classroom is 5 cm long and 3 cm wide. The actual classroom is 10 m long. How wide is it? Explain your answer.
- 7.5.4 Use formulas for finding the perimeter and area of basic two-dimensional shapes and the surface area and volume of basic three-dimensional shapes, including rectangles, parallelograms*, trapezoids*, triangles, circles, right prisms*, and cylinders.
Example: Find the surface area of a cylindrical can 15 cm high and with a diameter of 8 cm.

Standard 6

Data Analysis and Probability

Students collect, organize, and represent data sets and identify relationships among variables within a data set. They determine probabilities and use them to make predictions about events.

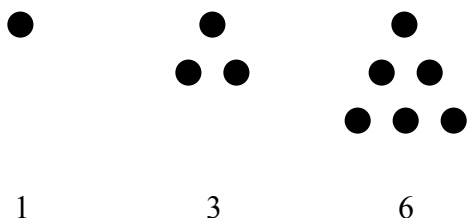
- 7.6.1 Analyze, interpret, and display data in appropriate bar, line, and circle graphs and stem-and-leaf plots* and justify the choice of display.
Example: You survey the students in your school to find which of three designs for a magazine cover they prefer. To display the results, which would be more appropriate: a bar chart or a circle graph? Explain your answer.
- 7.6.2 Make predictions from statistical data.
Example: Record the temperature and weather conditions (sunny, cloudy, or rainy) at 1 p.m. each day for two weeks. In the third week, use your results to predict the temperature from the weather conditions.
- 7.6.3 Describe how additional data, particularly outliers, added to a data set may affect the mean*, median*, and mode*.
Example: You measure the heights of the students in your grade on a day when the basketball team is playing an away game. Later you measure the players on the team and include them in your data. What kind of effect will including the team have on the mean, median, and mode? Explain your answer.
- 7.6.4 Analyze data displays, including ways that they can be misleading. Analyze ways in which the wording of questions can influence survey results.
Example: On a bar graph of a company's sales, it appears that sales have more than doubled since last year. Then you notice that the vertical axis starts at \$5 million and can see that sales have in fact increased from \$5.5 million to \$6.2 million.

AISL Math 7 and Pre Algebra Academic Standards

Standard 7 Problem Solving

Students make decisions about how to approach problems and communicate their ideas.

- 7.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
Example: Solve the problem: “The first three triangular numbers are shown in the diagram below. Find an expression to calculate the n th triangular number.”



Decide to look for patterns.

- 7.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.
Example: In the first example, notice that three dots make an equilateral triangle for the number 3 and six dots make the next equilateral triangle.
- 7.7.3 Decide when and how to divide a problem into simpler parts.
Example: In the first example, decide to make a diagram for the fourth and fifth triangular numbers.

Students use strategies, skills, and concepts in finding and communicating solutions to problems.

- 7.7.4 Apply strategies and results from simpler problems to solve more complex problems.
Example: In the first example, list the differences between any two triangular numbers.
- 7.7.5 Make and test conjectures by using inductive reasoning.
Example: In the first example, predict the difference between the fifth and sixth numbers and use this to predict the sixth triangular number. Make a diagram to test your conjecture.
- 7.7.6 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.
Example: In the first example, use words, numbers, and tables to summarize your work with triangular numbers.
- 7.7.7 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
Example: Calculate the amount of aluminum needed to make a can with diameter 10 cm that is 15 cm high and 1 mm thick. Take π as 3.14 and give your answer to appropriate accuracy.

AISL Math 7 and Pre Algebra Academic Standards

- 7.7.8 Select and apply appropriate methods for estimating results of rational-number computations. Example: Measure the dimensions of a swimming pool to find its volume. Estimate an answer by working with an average depth.
- 7.7.9 Use graphing to estimate solutions and check the estimates with analytic approaches. Example: Use a graphing calculator to find the crossing point of the straight lines $y = 2x + 3$ and $x + y = 10$. Confirm your answer by checking it in the equations.
- 7.7.10 Make precise calculations and check the validity of the results in the context of the problem. Example: In the first example, check that your later results fit with your earlier ones. If they do not, repeat the calculations to make sure.

Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

- 7.7.11 Decide whether a solution is reasonable in the context of the original situation. Example: In the first example, calculate the 10th triangular number and draw the triangle of dots that goes with it.
- 7.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems. Example: Use your method from the first example to investigate pentagonal numbers.

AISL ACADEMIC STANDARDS – Pre algebra

In this technological age, mathematics is more important than ever. When students leave school, they are more likely to use mathematics in their work and everyday lives - operating computer equipment, planning timelines and schedules, reading and interpreting data, comparing prices, managing personal finances, and completing other problem-solving tasks. What they learn in mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future.

Standard 1: Number Sense

Understanding the number system is the basis of mathematics. Students extend their understanding of irrational numbers, such as pi and the square root of two, learning the relationship between the nature of the decimal of a number and whether it is rational or irrational. They use negative exponents to write decimals in scientific notation, and they use the inverse relationship between squaring and finding a square root to calculate approximate square roots.

Standard 2: Computation

Fluency in computation is essential. Students add, subtract, multiply, and divide rational numbers. They find percent increase and decrease. The student determines discount, sale price and commission. They use percentages to calculate simple and compound interest. They also use mental arithmetic to compute with fractions, decimals, powers, and percentages.

Standard 3: Algebra and Functions

Algebra is a language of patterns, rules, and symbols. Students at this level write and solve linear equations and inequalities. They use properties of the rational numbers to evaluate and simplify algebraic expressions.

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They further extend their understanding of the relationship between equations and graphs by connecting slopes to rates of change.

Standard 4: Geometry

Students learn about geometric shapes and develop a sense of space. They determine perimeters and areas of irregular shapes using formulas from regular shapes. They draw a wide range of transformations of shapes, and focus on triangles. They apply the Pythagorean Theorem and its converse to problems in two dimensions. They examine parallel and perpendicular lines as well as transversals.

Standard 5: Measurement

The study of measurement is essential because of its uses in many aspects of everyday life. Students convert common measurements for lengths, areas, volumes, weights, capacities, and times. They apply the concepts of similarity, ratio and proportion to problems involving scale factors, areas, and volumes. They find areas, perimeters, volumes, and surface areas, including those of irregular shapes made up of more basic shapes.

Standard 6: Data Analysis and Probability

Data are all around us – in newspapers and magazines, in television news and commercials, in quality control form for manufacturing – and students need to learn how to understand data. At this level, they evaluate whether claims used on data are reasonable and employ various sampling methods, analyzing their strengths and weaknesses. They draw and interpret box and whisker plots. They understand the concept of equally likely events and use it to find probabilities. They also find the number of arrangements of objects using the Basic Counting Principle.

Standard 7: Problem Solving

In a general sense, mathematics is problem solving. In all of their mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with irrational numbers, analyze graphs, or find surface areas, for example, students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

Standard 1 Number Sense

Number Sense – Students know the properties of rational and irrational numbers expressed in a variety of forms. They understand and use exponents, powers, and roots.

PA.1.1 Interpret positive integer powers as repeated multiplication and negative integer powers as repeated division or multiplication by the multiplicative inverse.

Example: Explore the relationship between positive and negative integer powers by making a table of values of powers of 3, from 5 to -5.

PA.1.2 Understand and evaluate negative integer exponents.

Example: Write 2^{-3} as a fraction.

PA1.3 Use the laws of exponents for integer exponents.

AISL Math 7 and Pre Algebra Academic Standards

Example: Write $2^2 * 2^3 = 2^{2+3} = 2^5$.

PA.1.4 Read, write, compare, and solve problems using decimals in scientific notation.

Example: Write 0.00357 in scientific notation.

PA.1.5 Use the correct order of operations to find the values of algebraic expressions involving powers.

Example: Find the value of $3(2 * 5)^2$

PA.1.6 Identify rational and common irrational numbers from a list. Know that every rational number is either a terminating or repeating decimal and that every irrational number is a non-repeating decimal.

Example: Recognize that 2.375 is a terminating decimal, 5.121212... is a repeating decimal, and that 3.14159265 is a non-repeating decimal. Name a rational number. Explain your reasoning.

PA.1.7 Compare and order rational and irrational numbers and place them on a number line.

Example: Place in order: -2, $5/8$, $2^{1/2}$, $-13/4$

PA.1.8 Use the inverse relationship between squaring and finding the square of a perfect square integer.

Example: Find the value of $144^{1/2}$.

PA.1.9 Calculate and find approximations of square roots.

Example: For an integer that is not a perfect square, find the two integers (one larger, one smaller) that are closest to its square root and explain your reasoning.

Standard 2: Computation

Students compute with rational numbers expressed in a variety of forms. They solve problems involving ratios, proportions, and percentages.

PA.2.1 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) in multi-step problems.

Example: $\frac{1}{2} + ((-3/5) + 4/5) =$

PA.2.2 Percent, fraction, decimal conversion.

Example: Give $1/8$ as a decimal and a percent.

PA. 2.3 Calculate the percentage increase and decrease of a quantity.

Example: The population of a country was 36 million in 1990 and it rose to 41.4 million during the 1990s. What was the percentage increase in the population?

PA.2.3 Solve problems that involve discounts, markups, and commissions.

Example: A merchant buys CDs for \$11 wholesale and marks up the price by 35%. What is the retail price?

PA.2.4 Solve problems by computing simple and compound interest.

AISL Math 7 and Pre Algebra Academic Standards

Example: You leave \$100 in each of three bank accounts paying 5% interest per year. One account pays simple interest, one pays interest compounded annually, and the third pays interest compounded quarterly. Use a spreadsheet to find the amount of money in each account after one year, two years, three years, ten years, and twenty years. Compare the results in the three accounts and explain how compounding affects the balance in each account.

PA.2.5 Use estimation techniques to decide whether answers to computations on a calculator are reasonable.
Example: Your friend uses his calculator to find 15% of \$25 and gets \$375. Without solving, explain why you think the answer is wrong.

PA.2.6 Use mental arithmetic to compute with common fractions, decimals, powers, and percents.
Example: Find 20% of \$50 without using pencil and paper.

Standard 3: Algebra and Functions

Students solve simple linear equations and inequalities. They interpret and evaluate expressions involving integer powers. They graph and interpret functions. They understand the concepts of slope and rate.

PA.3.1 Write and solve linear equations and inequalities in one variable, interpret the solution or solutions in their context, and verify the reasonableness of the results.

Example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, solve it, and check that your answer is reasonable.

PA.3.2 Interpret positive integer powers as repeated multiplication and negative integer powers as repeated division or multiplication by the multiplicative inverse. (Also, Standard 1)

Example: Use a spreadsheet to explore the relationship between positive and negative integer powers by making a table of values of powers of 3, from 3^{-5} through 3^5 .

PA.3.3 Use the correct order of operations to find the values of algebraic expressions involving powers.

Example: Find the value of $3(2 \times 5)^2$.

PA.3.4 Identify and graph linear functions and identify lines with positive and negative slope.

Example: Draw the graph of $y + 2x = 1$, $y - 3x = 1$, and $y + (-3x) = 1$. Find the slope of each. What do you notice?

PA.3.5 Find the slope of a linear function given the equation and write the equation of a line given the slope and any point on the line.

Example: Write an equation of the line with slope 2 and y intercept (-4).

PA.3.6 Demonstrate an understanding of rate as a measure of one quantity with respect to another quantity.

Example: A car moving at a constant speed travels 90 km in 2 hours, 180 km in 4 hours. Draw a graph of distance as a function of time and find the slope of the graph. Explain what the slope tells you about the movement of the car.

AISL Math 7 and Pre Algebra Academic Standards

PA.3.7 Demonstrate an understanding of the relationships among tables, equations, verbal expressions, and graphs of linear functions.

Example Write an equation that represents the verbal description: “the perimeter of a square is four time the side length”. Construct a table of values for this relationship and draw its graph.

Standard 4: Geometry

Students deepen their understanding of plane and solid geometric shapes and properties by constructing shapes that meet given conditions , by identifying attributes of shapes, and by applying geometric concepts to solve problems.

PA.4.1 Continue to build on knowledge of the coordinate plane. Identify the 4 quadrants, the x and y axis, and the origin. Be able to determine which quadrant all points are positive, all points are negative, x coordinates are negative but y is positive, all y coordinates are negative but x coordinates are positive.

Example: Locate (-3,-4) and tell which quadrant it falls in.

PA.4.2 Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions.

Example: Measure the dimensions of a shoe box and calculate the length of a diagonal from the top right to the bottom left of the box. Measure with a string to evaluate your solution.

Standard 5: Measurement

Students convert between units of measure and use rates and scale factors to solve problems. They compute the perimeter, area, and volume of geometric objects. They investigate how perimeter, area and volume are affected by changes of scale.

PA.5.1 Convert common measurements for length, area, volume, weight, capacity, and time to equivalent measurements within the same system.

Example: The area of a hall is 40 square yards What is the area in square feet?

PA.5.2 Solve simple problems involving rates and derived measurements for attributes such as velocity and density.

Example: A car travels at 60mph for 20 minutes. How far does it travel? What units are appropriate for distance? Explain your answer.

PA.5.3 Solve problems involving scale factors, area and volume using ratio and proportion.

Example: Calculate the volume and surface area with side 1 cm, 2 cm, 3 cm, 4 cm, and 5 cm. Make a table of your results and describe any patterns in the table.

AISL Math 7 and Pre Algebra Academic Standards

PA.5.4 Use formulas for finding the perimeter and area of basic two dimensional shapes and the surface area and volume of basic three-dimensional shapes, including rectangles, parallelograms, trapezoids, triangles, circles, prisms, cylinders, spheres, cones, and pyramids.

Standard 6: Data Analysis and Probability

Students collect, organize, represent, and interpret relationships in data sets that have one or more variables. They determine probabilities and use them to make predictions about events.

PA.6.1 Understand the meaning of, and be able to identify or compute the minimum value, the quartile, the median, the upper quartile, the inter-quartile range, and the maximum value of a data set.

Example Arrange a set of test scores in increasing order and find the lowest and highest scores, the median, and the upper and lower quartiles.

PA.6.2 Display, interpret, and analyze single and two variable data in appropriate bar, line, and circle graphs; stem and leaf plots; and box and whisker plots and explain which types of display are appropriate for various data sets.

Example: Take two sets of data, put in order from low to high, make two box and whisker plots, compare how the data changed between the 2 sets.

PA.6.3 Understand and recognize equally likely events.

Example: When you roll a number, what is the probability that the number on the top face will be a 6. Explain.

Standard 7:

Problem solving

PA.7.1 Analyze problem by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

Example: A carpet has a perimeter of 120 meters. The length ' l ' is twice the width ' w '. Write a system of two equations for this situation. Each equation should be solved for ' l '. Solve the system to find the dimensions of the carpet.

PA.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

Example: How would the ' l ' and ' w ' compare if the carpet's perimeter was doubled but the ' l ' was held the same?

Students use strategies, skills, and concepts in finding and communicating solutions to problems.

AISL Math 7 and Pre Algebra Academic Standards

PA.7.3 Decide when and how to divide a problem into simpler parts.

Example: You are going to paint the platforms of rectangular prisms 3 ft X 3 ft X 3 ft; 2 ft X 3 ft X 4 ft; and 3 ft X 3 ft X 1 ft. All sides of each platform must be painted yellow. What total area must the paint cover?

PA.7.4 Apply strategies and results from simpler problems to solve more complex problems.

In the first example, find the area of each side then use the results to find the total area to be painted.

PA.7.5 Express solutions clearly and logically using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

Example: In the PA.7.5 example, explain how you will find the surface area and how would use that data to compare a different cylinder in which the area of the base is doubled.

PA.7.6 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

Example: Measure the length and width of a basketball court. Use the Pythagorean Theorem to calculate the length of a diagonal. How accurately should you give your answer?

PA.7.7 Select and apply appropriate methods for estimating results of rational-number computations.

Example: Use a calculator to find the square root of 15. Check your answer by finding the square roots of 9 and 16.

PA.7.8 Use graphing to estimate solutions and check the estimates with analytic approaches.

Example: Draw the straight line $x + y = 10$. Use this to estimate solutions of the inequality $x + y < 10$.

PA.7.9 Make precise calculations and check the validity of the results in the context of the problem.

Example: The square root of 9 is 3, the square root of 16 is 4. The square root of 15 should be more than 3, but less than 4, closer to 4. So try $3.9^2 = 15.21$ close but is it close enough or should you try 3.89^2 .

PA.7.10 Decide whether a solution is reasonable in the context of the original situation.

Example: In the basketball court example, does the accuracy of your answer depend on your initial measuring?

PA.7.11 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

AISL Math 7 and Pre Algebra Academic Standards

Example: When finding the diagonal of the basketball court, draw a picture and list all formulas and methods of measuring that you used. Does it make sense? Can you use this method with any other problems?

AISL MS SEVENTH GRADE SOCIAL STUDIES ACADEMIC STANDARDS

GRADE 7

Peoples, Places and Cultures of the World.

Students in Grade 7 study the regions of the world, including historical, geographical, economic, political and cultural relationships between peoples and nations. The academic standards for 7th grade Social Studies are organized around the ten central themes of Social Sciences, as well as the six elements of geography, as outlined by the National Council for the Social Studies. The types of learning experiences they provide to students in grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of individuals, society and culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

The Ten Themes of Social Sciences:

1. Culture
2. Time, Continuity, and Change
3. People, Places and Environments
4. Individual Development, and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution and Governance
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

The Seven Social Sciences

1. Geography
2. History
3. Sociology
4. Psychology
5. Economics
6. Political Science
7. Anthropology

The Six Elements of Geography

1. The World in Spatial Terms
2. Places and Regions
3. Physical Systems
4. Human Systems
5. Environment and Society
6. The Uses of Geography

AISSL MS SEVENTH GRADE SOCIAL STUDIES ACADEMIC STANDARDS

Standard 1 – The World in Spatial Terms

Students study the relationships between people, places, and environments by mapping information about them into a spatial context.

Standard 2 – Places and Regions

Students understand that the identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Standard 3 – Physical Systems

Students comprehend that physical processes shape the Earth's surface and interact with the plant and animal life on earth to create, sustain, and modify ecosystems.

Standard 4 – Human Systems

Students understand that people and culture are central to the study of geography in that human activities help shape the Earth's surface. Furthermore, students investigate the impact of human settlements on the Earth's surface, and how humans compete for control of Earth and its resources.

Standard 5 – Environment and Society

Students analyze the relationship between humankind and earth, while assessing the impact of human behavior on our planet. Furthermore, students learn the vital importance of caring for the earth's limited resources.

Standard 6 – The Uses of Geography

Students apply their knowledge of geography to understand their past, become cognizant of their present, and appropriately plan for their future. Students understand how spatial elements have changed over time, and the impact of such changes.

Standard 1

The World in Spatial Terms

The student will:

- 7.1.1 Analyze and use maps and other geographic representations, tools, technologies and techniques to acquire, process and report information from a spatial perspective.
- 7.1.2 Gain an ability to use maps to organize and use information about people, places and environments.
- 7.1.3 Analyze the spatial organization of people, places and environments.
- 7.1.4 Understand location: absolute and relative and the spatial relationship to place .

AISL MS SEVENTH GRADE SOCIAL STUDIES ACADEMIC STANDARDS

Standard 2 **PLACES AND REGIONS**

The student will:

- 7.2.1 Describe physical characteristics of a place.
- 7.2.2 Describe human characteristics of a place.
- 7.2.3 Compare characteristics of communities or regions.
- 7.2.4 Describe the effects of human processes in shaping landscapes.
- 7.2.5 Understand the concept of place, regions, cultural and physical.
- 7.2.6 Explain how places and regions serve as cultural symbols.

Standard 3 **PHYSICAL SYSTEMS**

The student will:

- 7.3.1 Know how physical processes shape the physical environment.
- 7.3.2 Understand Earth-Sun relationships.
- 7.3.3 Predict consequences of physical processes on the earth.
- 7.3.4 Describe the components of Ecosystems.
- 7.3.5 Describe how ecosystems work.
- 7.3.6 Understand weather and climate systems.

Standard 4 **HUMAN SYSTEMS**

The student will:

- 7.4.1 Understand the characteristics of culture, it's characteristics, diversity and complexities.
- 7.4.2 Know the characteristics, distribution, and migration of human populations on the earth's surface.
- 7.4.3 Describe and understand the patterns and networks of economic interdependence of cultures and peoples.
- 7.4.4 Understand the processes, patterns, and functions of human settlement.
- 7.4.5 Explain the forces of conflict and cooperation among peoples of the Earth.
- 7.4.6 Define and understands political and economic systems.

AISL MS SEVENTH GRADE SOCIAL STUDIES ACADEMIC STANDARDS

7.4.7 Identify and analyze conflict within and between people, groups and nations.

Standard 5 ENVIRONMENT AND SOCIETY

The student will:

- 7.5.1 Describe the characteristics of physical environments and how human actions modify the Earth's physical environment.
- 7.5.2 Explain, understand and analyze the relationship between human and environmental interaction.
- 7.5.3 Understand the meaning, utilization, distribution, and importance of human and natural resources.
- 7.5.4 Understand the different viewpoints regarding resources.
- 7.5.5 Evaluate how the environment effects human behavior.
- 7.5.6 Evaluate how human behavior effects the environment.
- 7.5.7 Make informed decisions using geographic knowledge about how best to protect the earth's environment.

Standard 6 APPLICATIONS OF GEOGRAPHY

The student will:

- 7.6.1 Apply geography to interpret the past, present and plan for the future.
- 7.6.2 Understand how geographic contexts have influenced events in the past.
- 7.6.3 Describe how spatial organization changes over time.
- 7.6.4 Understand geography in comprehending human-environmental interaction.
- 7.6.5 Know how to use the basic geographic tools; globes, maps, graphs, charts and diagrams.
- 7.6.6 Use the knowledge of geography and the social sciences to become a responsible citizen of their community and the world.
- 7.6.7 Understand how geography applies to other disciplines and how each of these subjects affect and is affected by each other.
- 7.6.8 Know the jobs and careers available in the field of geography and related disciplines.

AISL MS SEVENTH GRADE SOCIAL STUDIES ACADEMIC STANDARDS

7th Grade Geography Outcomes

At the end of 7th grade Geography students will gain a general understanding of the various social sciences and elements of geography as a means to examine and understand the similarities and interdependence among the people who inhabit our planet.

Students will be able to:

- understand Global issues and current events. Students will comprehend the relationships between people, places, and environments by mapping information about them into a spatial context.
- understand that the identities and lives of individuals and peoples are rooted in particular places and in those human constructs we call regions.
- comprehend that physical processes shape the Earth's surface and interact with the plant and animal life on earth to create, sustain, and modify ecosystems.
- understand that people and culture are central to the study of geography in that human activities help shape the Earth's surface. Furthermore, students will understand impact of human settlements on the Earth's surface, and how humans compete for control of Earth and its resources.
- comprehend the relationship between humankind and earth, while assessing the impact of human behavior on our planet. Furthermore, students will learn the vital importance of caring for the earth's limited resources.
- know how to apply their knowledge of geography to understand their past, become cognizant of their present, and appropriately plan for their future. Students will understand how spatial elements have changed over time, and the impact of such changes.

Grade 7 Science Content Standards

In 7th grade students will utilize scientific reasoning skills to gain a greater understanding of the living world. The process standards will be taught through the context of the content standards listed below.

Standard 4 - Physical Setting Taught in 6th and 8th grade

Students will address ideas about the universe, forces that shape the earth, the structure of matter and motion.

5. The Living Environment

The students will address the diversity of life, interactions among organisms, and interactions between organisms and their environment.

5.1 Diversity of Life

- 5.1.1 One of the most general distinctions among organisms is between plants, which use sunlight to make their own food, and animals, which consume energy-rich foods. Some kinds of organisms, many of them microscopic, cannot be neatly classified as either plants or animals. (MAP Code 5A/M1)
- 5.1.2 Animals and plants have a great variety of body plans and internal structures that contribute to their being able to make or find food and reproduce. (MAP Code 5A/M2)
- 5.1.3 Similarities among organisms are found in internal anatomical features, which can be used to infer the degree of relatedness among organisms. (MAP Code 5A/M3a)
- 5.1.4 In classifying organisms, scientists consider details of both internal and external structures. (MAP Code 5A/M3b)
- 5.1.5 Traditionally, a species has been defined as all organisms that can mate with one another to produce fertile offspring. (MAP Code 5A/M4)
- 5.1.6 The cycles continue indefinitely because organisms are decomposed after death to return food materials to the environment. (MAP Code 5A/M5)

5.2 Heredity

- 5.2.1 In some kinds of organisms, all the genes come from a single parent. (MAP Code 5B/M1a)
- 5.2.2 In organisms that have two sexes, typically half of the genes come from each parent. (MAP Code 5B/M1b)
- 5.2.3 In sexual reproduction, a single specialized cell from a female merges with a specialized cell from a male. (MAP Code 5B/M2a)
- 5.2.4 The fertilized egg cell, carrying genetic information from each parent, multiplies to form the complete organism. (MAP Code 5B/M2b)
- 5.2.5 The same genetic information is copied in each cell of the new organism. (MAP Code 5B/M2c)
- 5.2.6 New varieties of cultivated plants and domestic animals have resulted from selective breeding for particular traits. (MAP Code 5B/M3)

5.3 Cells

- 5.3.1 All living things are composed of cells, from just one to many millions, whose details usually are visible only through a microscope. (MAP Code 5C/M1a)
- 5.3.2 Different body tissues and organs are made up of different kinds of cells. (MAP Code 5C/M1b)

Grade 7 Science Content Standards

- 5.3.3 The cells in similar tissues and organs in other animals are similar to those in human beings but differ somewhat from cells found in plants. (MAP Code 5C/M1c)
- 5.3.4 Cells repeatedly divide to make more cells for growth and repair. 5C/M2a
- 5.3.5 Various organs and tissues function to serve the needs of all cells for food, air, and waste removal. (MAP Code 5C/M2b)
- 5.3.6 Within cells, many of the basic functions of organisms—such as extracting energy from food and getting rid of waste—are carried out. (MAP Code 5C/M3a)
- 5.3.7 The way in which cells function is similar in all living organisms. (MAP Code 5C/M3b)
- 5.3.8 About two thirds of the weight of cells is accounted for by water, which gives cells many of their properties. (MAP Code 5C/M4)

5.4 Interdependence of Life

- 5.4.1 In all environments, organisms with similar needs may compete with one another for limited resources, including food, space, water, air, and shelter. (MAP Code 5D/M1a)
- 5.4.2 The world contains a wide diversity of physical conditions, which creates a wide variety of environments: freshwater, marine, forest, desert, grassland, mountain, and others. In any particular environment, the growth and survival of organisms depend on the physical conditions. (MAP Code 5D/M1b)
- 5.4.3 Interactions between organisms may be for nourishment, reproduction, or protection and may benefit one of the organisms or both of them. Some species have become so dependent on each other that neither could survive without the other. (MAP Code 5D/M2)
- 5.4.4 One organism may scavenge or decompose another. (MAP Code 5D/M2b)
- 5.4.5 Given adequate resources and an absence of disease or predators, populations of organisms in ecosystems increase at rapid rates. Finite resources and other factors limit their growth. (MAP Code 5D/M3)
- 5.5.6 All organisms, both land-based and aquatic, are interconnected by their need for food. This network of interconnections is referred to as a food web. The entire earth can be considered a single global food web, and food webs can also be described for a particular environment. At the base of any food web are organisms that make their own food, followed by the animals that eat them, then the animals that eat those animals, and so forth. (MAP Code 5D/M4)

5.6 Flow of Matter and Energy

- 5.6.1 Food provides molecules that serve as fuel and building material for all organisms. (MAP Code 5E/M1a)
- 5.6.2 Plants use the energy from light to make sugars from carbon dioxide and water. (MAP Code 5E/M1b)
- 5.6.3 Plants can use the food they make immediately or store it for later use. 5E/M1c
- 5.6.4 Organisms that eat plants break down the plant structures to produce the materials and energy they need to survive. Then they are consumed by other organisms. (MAP Code 5E/M1de)
- 5.6.5 Over a long time, matter is transferred from one organism to another repeatedly and between organisms and their physical environment. As in all material systems, the total amount of matter remains constant, even though its form and location change. (MAP Code 5E/M2)

Grade 7 Science Content Standards

- 5.6.6 Energy can change from one form to another in living things. (MAP Code 5E/M3a)
- 5.6.7 Organisms get energy from oxidizing their food, releasing some of its energy as thermal energy. (MAP Code 5E/M3b)
- 5.6.8 Almost all food energy comes originally from sunlight. (MAP Code 5E/M3c)

5.7 Evolution of Life

- 5.7.1 Small differences between parents and offspring can accumulate (through selective breeding) in successive generations so that descendants are very different from their ancestors. (MAP Code 5F/M1)
- 5.7.2 Individual organisms with certain traits are more likely than others to survive and have offspring. (MAP Code 5F/M2a)
- 5.7.3 Changes in environmental conditions can affect the survival of individual organisms and entire species. (MAP Code 5F/M2b)
- 5.7.4 Many thousands of layers of sedimentary rock provide evidence for the long history of the earth and for the long history of changing life forms whose remains are found in the rocks. (MAP Code 5F/M3a)
- 5.7.5 More recently deposited rock layers are more likely to contain fossils resembling existing species. (MAP Code 5F/M3b)
- 5.7.6 Most species that have lived on the earth are now extinct. Extinction of species occurs when the environment changes and the individual organisms of that species do not have the traits necessary to survive and reproduce in the changed environment. (MAP Code 5F/M4)
- 5.7.7 Reproduction is necessary for the survival of any species. (MAP Code 5F/M5)

6. The Human Organism

Students will better understand the human as an organism through studying the human identity, development and basic functions.

6.1 Human Identity

- 6.1.1 Like other animals, human beings have body systems for obtaining and deriving energy from food and for defense, reproduction, and the coordination of body functions. (MAP Code 6A/M)
- 6.1.2 Although social behaviors are affected by both genes and environmental factors, human beings are still able to invent, learn, and modify a wide variety of these behaviors. (MAP Code 6A/M4)
- 6.1.3 Human beings use technology to match or exceed many of the abilities of other species. (MAP Code 6A/M5)
- 6.1.4 Technologies having to do with food production, sanitation, and health care have dramatically changed how people live and work and have resulted in rapid increases in the human population. (MAP Code 6A/M6)
- 6.1.5 Like other complex organisms, people vary somewhat in size and shape, skin color, body proportions, body hair, facial features, muscle strength, handedness, and so on. But these differences are minor compared to the overall similarity of all humans, as demonstrated by the fact that people from anywhere in the world can reproduce with each other and donate blood or organs to one another. Humans are indeed a single species. Furthermore, as great as cultural differences between groups of people seem to be, people's complex languages, technologies, and arts unite them as a species distinct from others. (MAP Code 6A/M7)

Grade 7 Science Content Standards

- 6.1.6 Written records and photographic and electronic devices enable human beings to share, compile, and use great amounts of information. (MAP Code 6A/M8)

6.2 Human Development

- 6.2.1 Human fertilization occurs when sperm cells from a male's testes are deposited near an egg cell from the female ovary, and one of the sperm cells enters the egg cell. (MAP Code 6B/M1)
- 6.2.2 Contraception measures may incapacitate sperm, block their way to the egg, prevent the release of eggs, or prevent the fertilized egg from implanting successfully. (MAP Code 6B/M2)
- 6.2.3 The developing embryo—and later the newborn infant—is subject to many risks from infection, faults in its genes, its mother's inadequate diet, or her use of cigarettes, alcohol, or other drugs. Inadequate child care may lead to lower physical and mental ability. (MAP Code 6B/M4)
- 6.2.4 Various body changes occur as adults age. Muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, and the senses become less acute. Women stop releasing eggs and hence can no longer reproduce. (MAP Code 6B/M5abc)
- 6.2.5 The length and quality of human life are influenced by genes and environmental factors, including sanitation, diet, medical care, and personal health behaviors. (MAP Code 6B/M5d)
- 6.2.6 Development sometimes involves dramatic biological changes. For example, puberty involves the maturation of the body to enable reproduction. (MAP Code 6B/M6)
- 6.2.7 Development occurs with somewhat different timing for different individuals. (MAP Code 6B/M7)

6.3 Basic Functions

- 6.3.1 Organs and organ systems are composed of cells and help to provide all cells with basic needs. (MAP Code 6C/M1)
- 6.3.2 For the body to use food for energy and building materials, the food must first be digested into molecules that are absorbed and transported to cells. (MAP Code 6C/M2)
- 6.3.3 To burn food for the release of energy stored in it, oxygen must be supplied to cells, and carbon dioxide removed. Lungs take in oxygen for the combustion of food and eliminate the carbon dioxide produced. The urinary system disposes of dissolved waste molecules, the intestinal tract removes solid wastes, and the skin and lungs aid in the transfer of thermal energy from the body. The circulatory system moves all these substances to or from cells where they are needed or produced, responding to changing demands. (MAP Code 6C/M3)
- 6.3.4 Specialized cells and the molecules they produce identify and destroy microbes that get inside the body. (MAP Code 6C/M4)
- 6.3.5 Hormones are chemicals from glands that affect other body parts. They are involved in helping the body respond to danger and in regulating human growth, development, and reproduction. (MAP Code 6C/M5)
- 6.3.6 Interactions among the senses, nerves, and brain make possible the learning that enables human beings to predict, analyze, and respond to changes in their environment. (MAP Code 6C/M6)

Grade 7 Science Content Standards

7. The Designed World

Students will focus on the interactions between science and the development of technology and how these interactions impact the world.

7.1 Agriculture - Taught in 6th Grade

7.2 Energy Sources and Uses – Taught in 8th Grade

7.3 Health Technology

7.3.1 Sanitation measures such as the use of sewers, landfills, isolation, and safe food handling are important in controlling the spread of organisms that cause disease. Improving sanitation to prevent disease has contributed more to saving human life than any advance in medical treatment. (MAP Code 8F/M1)

7.3.2 The ability to measure the level of substances in body fluids has made it possible for physicians to better diagnose illnesses and monitor the effects of the treatments they prescribe. (MAP Code 8F/M2)

7.3.3 It is possible to manufacture complex chemical substances such as insulin and hormones that are normally found in the body. They can be used by individuals whose own bodies do not produce the amounts required for good health. (MAP Code 8F/M3)

7.3.4 As the knowledge of how cells in the body detect and fight invaders has grown, the transplantation of tissue or whole organs has become increasingly common. New materials that are durable and less likely to be rejected by the immune system now make it possible to replace some body parts and to implant devices for electrically pacing the heart, sensing internal conditions, or slowly dispensing drugs at optimal times. (MAP Code 8F/M4)

7.3.5 Many diseases are caused by bacteria or viruses. (MAP Code 8F/M5)

7.3.6 If the body's immune system cannot suppress a bacterial infection, an antibacterial drug may be effective—at least against the types of bacteria it was designed to combat. Less is known about the treatment of viral infections, especially the common cold. However, more recently, useful antiviral drugs have been developed for several major kinds of viral infections, including drugs to fight HIV, the virus that causes AIDS. (MAP Code 8F/M6)

7.3.7 Increased knowledge about nutrition has led to the development of diets containing the variety of foods that can help people live longer and healthier lives. (MAP Code 8F/M7)

10. Historical Perspectives

Students will focus on important events and developments in science over the course of history.

8.1 Displacing the Earth from the Center of the Universe – Taught in 6th Grade

8.2 Understanding Fire – Taught in 8th Grade

8.3 Discovering Germs

8.3.1 Throughout history, people have created explanations for disease. Some have held that disease has supernatural causes. Others have used careful observation and reasoning to propose natural causes. (MAP Code 10I/M1)

8.3.2 French chemist Louis Pasteur demonstrated that spoilage and fermentation occur when microorganisms enter from the air, multiply rapidly, and produce waste products. He showed that spoilage could be avoided by keeping germs out or by destroying them with heat. (MAP Code 10I/M2bc)

Grade 7 Science Content Standards

- 8.3.3 German physician Robert Koch used a set of criteria to evaluate whether specific germs caused anthrax. He and others then used the criteria to identify the germs that cause numerous other diseases. (MAP Code 10I/M2d)
- 8.3.4 Pasteur found that infection by disease organisms (germs) caused the body to build up an immunity against subsequent infection by the same organisms. He then produced vaccines that would induce the body to build immunity to a disease without actually causing the disease itself. (MAP Code 10I/M3)
- 8.3.5 Investigations of the germ theory by Pasteur, Koch, and others in the 19th century firmly established the modern idea that many diseases are caused by microorganisms. Acceptance of the germ theory has led to changes in health practices. (MAP Code 10I/M4)
- 8.3.6 In medicine, as in other fields of science, discoveries are sometimes made unexpectedly, even by accident. But knowledge and creative insight are usually required to recognize the meaning of the unexpected. (MAP Code 10I/M5)
- 8.3.7 The improvement of microscope lenses and design in the 1600s led to discovery of a vast new world of microscopically small plants and animals, among them bacteria and yeasts. Because most microorganisms do not cause disease, they are present even in healthy individuals. Therefore, the discovery of those microorganisms did not suggest what effects they might have on humans and other organisms. (MAP Code 10I/M6)
- 8.3.8 Current health practices emphasize sanitation, the safe handling of food and water, the pasteurization of milk, isolation, and aseptic surgical techniques to keep germs out of the body; vaccinations to strengthen the body's immune system against subsequent infection by the same kind of microorganisms; and antibiotics and other chemicals and processes to destroy microorganisms. (MAP Code 10I/M7)
- 8.3.9 After the discovery of germs, biologists turned to the identification and investigation of microorganisms, discovering thousands of different bacteria, viruses, yeasts, and parasites and gaining a deeper understanding of the interactions between organisms. (MAP Code 10I/M8)

8.4 Harnessing Power – Taught in 8th Grade

AISL SEVENTH GRADE HEALTH LEARNING TARGETS

Unit of Study on Diseases

Causes of Diseases	The Immune System	Common Communicable Diseases	Noncommunicable Diseases
<ul style="list-style-type: none"> Identify two main types of diseases. Recognize the four common disease-causing organism. Describe what an infection is. Identify common communicable diseases. Explain how germs are spread. 	<ul style="list-style-type: none"> Describe the function of the immune system. Name the body's first line of defense against pathogens. Explain how antibodies protect the body. Practice behaviors to keep your immune system healthy. 	<ul style="list-style-type: none"> Identify some common communicable diseases. Demonstrate healthful behaviors that limit the spread of pathogens. Distinguish the difference between a cold and the flu. Describe how to protect yourself and others from pathogens. 	<ul style="list-style-type: none"> Identify causes of various non-communicable diseases. Describe what allergies are and how they are treated. Analyze the influence of food advertising on heart health.

Unit of Study on Drugs

Drug Use and Abuse	Types of Drugs and their Effects	Drug Use and Teens
<ul style="list-style-type: none"> Define a drug. Explain the difference between drug misuse and drug abuse. Identify risks associated with drug use. Develop strategies for making healthful choices about taking medicine. 	<ul style="list-style-type: none"> Explain how different drugs affect the body. Identify the dangers of different drugs. Identify the health risks to a person who uses inhalants or hallucinogens. 	<ul style="list-style-type: none"> Describe reasons drug use is harmful to teens. Explain how drug use may lead to crime. Identify the symptom of drug abuse. Advocate for drug-free schools. Practice refusal skills to stay drug free. Identify alternatives to drug use.

AMERICAN INTERNATIONAL SCHOOL

ELL STANDARDS: GRADE 6-8

READING & WRITING

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
R e a d i n g	<ul style="list-style-type: none"> 1• Match letters with sounds and objects 2• Match content-related objects/pictures to words 3• Identify common symbols, signs, and words 4• Recognize concepts of print 5• Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text 6• Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> 1• Sequence illustrated text of fictional and non-fictional events 2• Find main ideas in a series of simple sentences 3• Find information from text structure (e.g., titles, graphs, glossary) 4• Follow text read aloud (e.g., tapes, teacher, paired-readings) 5• Sort/group pre-taught words /phrases 6• Use pre-taught vocabulary (e.g., word banks) to complete simple sentences 7• Use L1 to support L2 (e.g., cognates) 8• Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> 1• Identify topic sentences, main ideas, and details in paragraphs 2• Identify multiple meanings of words in context (e.g., “cell,” “table”) 3• Use context clues 4• Make predictions based on illustrated text 5• Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) 6• Differentiate between fact and opinion 7• Answer questions about explicit information in texts 8• Use English dictionaries and glossaries 	<ul style="list-style-type: none"> 1• Order paragraphs 2• Identify summaries of passages 3• Identify figurative language (e.g., “dark as night”) 4• Interpret adapted classics or modified text 5• Match cause to effect 6• Identify specific language of different genres and informational texts 7• Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> 1• Differentiate and apply multiple meanings of words/phrases 2• Apply strategies to new situations 3• Infer meaning from modified grade-level text 4• Critique material and support argument 5• Sort grade-level text by genre 	L e v e l 6 R e a c h i n g
W r i t i n g	<ul style="list-style-type: none"> 1• Draw content-related pictures 2• Use high frequency Words 3• Label pictures and graphs 4• Create vocabulary/concept cards 5• Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> 1• Complete pattern sentences 2• Extend “sentence starters” with original ideas 3• Connect simple sentences 4• Complete graphic organizers/ forms with personal information 5• Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> 1• Produce short paragraphs with main ideas and some details (e.g., column notes) 2• Create compound sentences (e.g., with conjunctions) 3• Explain steps in problem solving 4• Compare/contrast information, events, characters 5• Give opinions, preferences and reactions along with reasons 	<ul style="list-style-type: none"> 1• Create multiple-paragraph essays 2• Justify ideas 3• Produce content-related reports 4• Use details/examples to support ideas 5• Use transition words to create cohesive passages 6• Compose intro / body / conclusion 7• Paraphrase or summarize text 8• Take notes (e.g., for research) 	<ul style="list-style-type: none"> 1• Create expository text to explain graphs /charts 2• Produce research reports using multiple sources/citations 3• Begin using analogies 4• Critique literary essays or articles 	

AMERICAN INTERNATIONAL SCHOOL
ELL STANDARDS: GRADE 6-8

LISTENING & SPEAKING

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
L i s t e n i n g	<ul style="list-style-type: none"> 1• Follow one-step oral commands/instructions 2• Match social language to visual/graphic displays 3• Identify objects, people, or places from oral statements/questions using gestures (e.g. pointing) 4• Match instructional language with visual representation (e.g., “Use a sharpened pencil.”) 	<ul style="list-style-type: none"> 1• Follow multi-step oral commands/instructions 2• Classify/sort content-related visuals per oral descriptions 3• Sequence visuals per oral directions 4• Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> 1• Categorize content based examples from oral directions 2• Match main ideas of familiar text read aloud to visuals 3• Use learning strategies described orally 4• Identify everyday examples of content-based concepts described orally 5• Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> 1• Identify main ideas and details of oral discourse 2• Complete content-related tasks or assignments based on oral discourse 3• Apply learning strategies to new situations 4• Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> 1• Use oral information to accomplish grade-level tasks 2• Evaluate intent of speech and act accordingly 3• Make inferences from grade-level text read aloud 4• Discriminate among multiple genres read orally 	L e v e l 6 R e a c h i n g
S p e a k i n g	<ul style="list-style-type: none"> 1• Answer yes/no and choice questions 2• Begin to use general and high frequency vocabulary 3• Repeat words, short phrases, memorized chunks 4• Answer select WH questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences 	<ul style="list-style-type: none"> 1• Convey content through high frequency words/phrases 2• State big/main ideas of classroom conversation 3• Describe situations from modeled sentences 4• Describe routines and everyday events 5• Express everyday needs and wants 6• Communicate in social situations 7• Make requests 	<ul style="list-style-type: none"> 1• Begin to express time through multiple tenses 2• Retell/rephrase ideas from speech 3• Give brief oral content based presentations 4• State opinions 5• Connect ideas in discourse using transitions (e.g., “but,” “then”) 6• Use different registers inside and outside of class 7• State big/main ideas with some supporting details 8• Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> 1• Paraphrase and summarize ideas presented orally 2• Defend a point of view 3• Explain outcomes 4• Explain and compare content-based concepts 5• Connect ideas with supporting details/evidence 6• Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> 1• Defend a point of view and give reasons 2• Use and explain metaphors and similes 3• Communicate with fluency in social and academic contexts 4• Negotiate meaning in group discussions 5• Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	

LEVEL A

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- A.1.1 Use multiple greetings and farewells in new social situations.
- A.1.2 State information about self, family, and friends.
Examples: Name, phone number, physical attributes
- A.1.3 Express a variety of feelings and preferences of self, family, and friends.
Examples: Likes and dislikes
- A.1.4 Exchange familiar information and opinions in brief guided conversations.
- A.1.5 Exchange familiar information and opinions in written form with guidance.
Examples: Letters, e-mails, etc.
- A.1.6 Make requests and ask basic questions.
Example: Polite requests
- A.1.7 Recognize and use situation-appropriate non-verbal communication.
- A.1.8 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- A.2.1 Respond to classroom requests, commands, and directions.
- A.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: List main characters from a short authentic children's story
- A.2.3 Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- A.3.1 Recite developmentally appropriate rhymes, proverbs, and poetry of the target cultures.
- A.3.2 Present simple prepared material on selected topics.
Examples: Dialogues, skits, etc.
- A.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.

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- A.3.4 Compose simple cohesive written information using appropriate formats with teacher guidance.
Examples: Poetry, messages, descriptions, cartoons, etc.
- A.3.5 Sing developmentally appropriate songs of the target language and cultures.
- A.3.6 Describe objects, self, family, and friends in written and spoken language and in familiar terms with teacher guidance.

Standard 4 CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- A.4.1 Recognize basic family practices of the target cultures.
Examples: Family structure, giving and receiving, mealtimes, etc.
- A.4.2 Describe products and symbols of the target cultures.
Examples: Toys, games, dress, foods, etc.
- A.4.3 Identify factors that influence practices, products, and perspectives.
Examples: Geography, weather, demographics, etc.

Standard 5 CONNECTIONS: Make Connections To Other Content Areas

Learners use the target language to expand their knowledge of and make connections among multiple content areas.

- A.5.1 Describe objects and concepts from other content areas.
Examples: Classification of living things (refers to Science 3.4.1), telling time (refers to Mathematics 2.5.9, 3.5.9, 4.5.9)
- A.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Sort animals into various groups, tell time to the half- and quarter-hour in the target language

Standard 6 CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- A.6.1 Use digital media and culturally authentic resources to build vocabulary.
Examples: Electronic dictionaries, language websites, TV programs, etc.
- A.6.2 Use digital media and/or culturally authentic resources to study target cultures.
Examples: Short video clips, advertisements, pop culture materials, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- A.7.1 Use words shared between English and the target language and cognates to guess meaning.
- A.7.2 Recognize and use simple language structures.
Examples: Agreement of adjectives and nouns, agreement of nouns and verbs
- A.7.3 Compare and use idiomatic expressions in the target language.
- A.7.4 Compare and use authentic forms of address in everyday situations.
- A.7.5 Identify some daily living patterns of other cultures and the learner's own culture.
Examples: Family interactions, school, etc.
- A.7.6 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
- A.7.7 Recognize and share contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- A.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Teach target language words and phrases to family members or friends
- A.8.2 Recognize the use of the target language in the learner's community.
Examples: Signs, restaurants, etc.
- A.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- A.9.1 Student can identify and correct errors in written and spoken target language.
- A.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Level B/Level 1 (Spanish 1)

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- B.1.1 Accurately use multiple greetings and farewells in new social situations.
- B.1.2 Accurately state information about self, family, and friends.
Example: Personality characteristics
- B.1.3 Accurately express a variety of feelings and preferences of self, family, and friends.
Examples: Likes and dislikes
- B.1.4 Exchange familiar information and opinions in brief conversations.
- B.1.5 Exchange familiar information and opinions in written form with greater independence.
Examples: Letters, e-mails, etc.
- B.1.6 Make requests and ask different types of questions.
Example: Use of the simple imperative
- B.1.7 Recognize and use situation-appropriate non-verbal communication.
- B.1.8 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- B.2.1 Respond accurately to classroom requests, commands, and directions.
- B.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Illustrate the main idea of a short selection
- B.2.3 Make educated guesses about meaning in simple, unfamiliar contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- B.3.1 Recite developmentally appropriate rhymes, proverbs, and poetry of the target cultures.
- B.3.2 Present prepared material and student-created material on selected topics.
Examples: Dialogues, skits, plays, etc.
- B.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.

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- B.3.4 Compose simple cohesive written information using appropriate formats with teacher guidance.
Examples: Poetry, messages, descriptions, simple narratives, cartoons, etc.
- B.3.5 Sing developmentally appropriate songs of the target language and cultures.
- B.3.6 Describe objects, self, family, and friends in written and spoken language more independently and with greater detail.

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- B.4.1 Investigate and report on basic social practices of the target cultures.
Examples: Celebrations and holidays unique to the target cultures, fashion, sports, etc.
- B.4.2 Examine products, perspectives, and symbols of the target cultures through guided participation.
- B.4.3 Examine factors that influence practices, products, and perspectives.
Examples: Geography, weather, demographics, etc.
- B.4.4 Describe contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- B.5.1 Investigate and report on objects and concepts from other content areas.
Examples: Probability (refers to Mathematics 5.6.4), body parts and exercise (refers to Science 4.4.9), map skills (refers to Social Studies 6.3.2)
- B.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Report on survey results in the target language, identify and describe body parts used for various activities, use a map or locational technology to identify locations

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- B.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Electronic dictionaries, language websites, TV programs, etc.
- B.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: Short video clips, advertisements, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- B.7.1 Use cognates and word families to guess meaning.
- B.7.2 Recognize and use simple language structures.
Examples: Question formation, negative constructions
- B.7.3 Compare and use idiomatic and colloquial expressions in the target language.
- B.7.4 Compare and use authentic forms of address in social situations.
- B.7.5 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- B.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations to peers and school community
- B.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, etc.
- B.8.2 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Example: Establish e-pal or pen pal connections with native speakers

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- B.9.1 Student can identify and correct errors in written and spoken target language.
- B.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- 2.1.1 Accurately and appropriately state information about self and others.
- 2.1.2 Exchange more detailed information and opinions in guided conversations.
Examples: Express emotions and inquire about others' feelings
- 2.1.3 Exchange more detailed information and opinions in written form with guidance.
- 2.1.4 Make requests and ask different types of questions in a variety of social situations.
- 2.1.5 Recognize and use situation-appropriate non-verbal communication.
- 2.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 2.2.1 Respond to everyday requests, commands, and directions.
- 2.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Identify basic parts of speech
- 2.2.3 Make educated guesses about meaning in unfamiliar written contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- 2.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 2.3.2 Present prepared material and student-created material on a variety of topics.
Examples: Dialogues, skits, plays, etc.
- 2.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 2.3.4 Compose simple cohesive written information using appropriate formats with greater independence and ease.
Examples: Poetry, messages, descriptions, simple narratives, cartoons, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 2.4.1 Investigate and report on cultural practices of the target cultures.
Examples: Traditions, fashion, sports, dating
- 2.4.2 Examine products, perspectives, and symbols of the target cultures.
- 2.4.3 Describe factors that influence practices, products, and perspectives through guided participation.
Examples: Geography, weather, history, etc.
- 2.4.4 Describe contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use the target language to expand their knowledge of and make connections among multiple content areas.

- 2.5.1 Investigate and report on objects and concepts from other content areas.
Examples: Probability (refers to Mathematics 5.6.4), inherited traits (refers to Science 8.4)
- 2.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Report on survey results in the target language, discuss family traits in the target language

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 2.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: RSS feeds/Podcasts, streaming audio, electronic dictionaries, etc.
- 2.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: Video clips, advertisements, online newspapers, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 2.7.1 Use cognates and word families to guess meaning.
- 2.7.2 Recognize and use a variety of language structures.
Examples: Parts of speech, demonstratives and possessives
- 2.7.3 Compare and use idiomatic and colloquial expressions in the target language.
- 2.7.4 Compare and use authentic forms of address in a variety of social situations.
- 2.7.5 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, discuss dating, etc.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 2.8.1 Share experiences from the world language classroom with others.
Example: Make presentations to peers and school community
- 2.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 2.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad
- 2.8.4 Research and present about a local and/or global community need that is identified as authentic by the cultures of the target language.

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 2.9.1 Student can identify and correct errors in written and spoken target language.
- 2.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write and speak in a language other than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- 3.1.1 Exchange detailed information and opinions orally.
- 3.1.2 Exchange detailed information and opinions in written form with guidance.
- 3.1.3 Make requests and ask different types of questions in a variety of social situations.
- 3.1.4 Recognize and use situation-appropriate non-verbal communication.
- 3.1.5 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 3.2.1 Respond accurately to everyday requests, commands, and directions.
- 3.2.1 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Respond to comprehension questions in the target language
- 3.2.3 Make educated guesses about meaning in unfamiliar written and/or spoken contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- 3.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 3.3.2 Produce and present creative material on a variety of topics.
Examples: Reports, skits, mock travel journal, etc.
- 3.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 3.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures.
Examples: E-mail, descriptions, narratives, cartoons, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 3.4.1 Investigate and report on cultural practices of the target cultures.
Examples: Sports, dating, pop culture, etc.
- 3.4.2 Describe products, perspectives, and symbols of the target cultures in simple terms.
- 3.4.3 Discuss factors that influence practices, products, and perspectives.
Examples: History, politics, technology, etc.
- 3.4.4 Recognize the interrelations among the practices, products, and perspectives of the cultures studied.
- 3.4.5 Explain contributions from other cultures.
- 3.4.6 Identify elements that shape cultural identity in the learner's heritage and in the target cultures.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- 3.5.1 Investigate and report on objects and concepts from other content areas.
- 3.5.2 Integrate content area concepts and skills through relevant activities.

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 3.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 3.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: News broadcasts, online newspapers, etc.

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 3.7.1 Use cognates and word families to guess meaning.
- 3.7.2 Recognize and use a variety of language structures.
Examples: Compound and complex sentences

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- 3.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 3.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 3.7.5 Compare the social patterns of other cultures and the learner's own culture.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 3.8.1 Share experiences from the world language classroom with others.
- 3.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 3.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad
- 3.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 3.9.1 Student can identify and correct errors in written and spoken target language.
- 3.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 4.1.1 Initiate, sustain, and close conversations in limited yet varied situations.
- 4.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 4.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 4.1.4 Make requests and ask different types of questions in a variety of social situations.
- 4.1.5 Recognize and use situation-appropriate non-verbal communication.
- 4.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 4.2.1 Respond accurately to everyday requests, commands, and directions.
- 4.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Provide a brief summary of the material in the target language
- 4.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 4.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 4.3.2 Produce and present creative material on a variety of topics.
Examples: Reports, student-written plays, etc.
- 4.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 4.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures.

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 4.4.1 Analyze and reflect on cultural practices of the target cultures.

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- 4.4.2 Describe products, perspectives, and symbols of the target cultures.
- 4.4.3 Discuss factors that influence practices, products, and perspectives.
Examples: Health, technology, social issues, gender equality, etc.
- 4.4.4 Recognize the interrelations among the practices, products, and perspectives of the target cultures.
- 4.4.5 Explain contributions from other cultures.
- 4.4.6 Identify significant events unique to the target cultures.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- 4.5.1 Make connections with other content areas through resources intended for native speakers.
- 4.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas.
Examples: Puzzles, games, cadet teaching, etc.

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 4.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 4.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 4.6.3 Identify and evaluate resources intended for native speakers.

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 4.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots
- 4.7.2 Recognize and use a variety of language structures.
Example: Mood
- 4.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 4.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

- 4.7.5 Compare systems of other cultures and the learner's own culture.
Examples: Educational, political, religious practices, etc.
- 4.7.6 Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 4.8.1 Share experiences from the world language classroom with others.
- 4.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 4.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the target language, travel abroad

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 4.9.1 Student can identify and correct errors in written and spoken target language.
- 4.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- 5.1.1 Interact in culturally and socially authentic and/or simulated situations.
- 5.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 5.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 5.1.4 Make requests and ask different types of questions in a variety of social situations.
- 5.1.5 Recognize and use situation-appropriate non-verbal communication.
- 5.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 5.2.1 Respond accurately and appropriately to everyday requests, commands, and directions.
- 5.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Answer complex comprehension questions in the target language
- 5.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- 5.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 5.3.2 Produce and present creative material on a variety of topics with greater ease.
Examples: Reports, plays, etc.
- 5.3.3 Read passages aloud with appropriate intonation and pronunciation.
- 5.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 5.4.1 Analyze and reflect on cultural practices of the target cultures.
- 5.4.2 Analyze and discuss products, perspectives, and symbols of the target cultures through guided participation.
- 5.4.3 Make predictions about factors that influence practices, products, and perspectives.
Examples: Technology, immigration, emigration, international markets, etc.
- 5.4.4 Explain the interrelations among the practices, products, and perspectives of the cultures studied.
- 5.4.5 Analyze the origin and impact of contributions from other cultures.
- 5.4.6 Explain significant events unique to the target cultures.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- 5.5.1 Make connections with other content areas through resources intended for native speakers.
- 5.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas.
Examples: Projects, mini-lessons, cadet teaching, etc.

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 5.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 5.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 5.6.3 Identify and evaluate resources intended for native speakers.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 5.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots
- 5.7.2 Recognize and use complex language structures.
Example: Passive and active voice
- 5.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 5.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 5.7.5 Compare systems of other cultures and the learner's own culture.
Examples: Educational, political, religious practices, etc.
- 5.7.6 Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 5.8.1 Share experiences from the world language classroom with others.
- 5.8.2 Explain how the target language and/or cultures have impacted other communities.
Example: Architecture, special events, stores and shops, careers using the target language, etc.
- 5.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the target language, travel abroad

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 5.9.1 Student can identify and correct errors in written and spoken target language.
- 5.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

MIDDLE SCHOOL CONCERT BAND GRADE 7-8

Concert Band continues to build on the comprehensive music education students have received in 6th grade band. Some students in this band may be beginners, but are expected to reach the higher intermediate level by first concert time. Beginners in this group may not have played a band instrument prior to 7th grade, but generally have some music experience, such as piano training. Concert Band will provide students with opportunities to develop and demonstrate appropriately advancing instrumental practices and play with more refined technical accuracy, expression, phrasing and interpretation, with medium to medium/advanced technical facility and expanded ranges.

Standard 1

PERFORMING MUSIC: Playing An Instrument Alone And With Others

Students play independently and in ensembles demonstrating good posture, tone quality, and technique and accurate pitch, rhythm, articulation, and tempo. They play suitable repertoire with attention to dynamics and expression, following the directions of a conductor.

- 7.1.1 Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.
- 7.1.2 Play one octave major, minor, and chromatic scales in keys appropriate to each instrument.
- 7.1.3 Play musical selections with accurate pitch, articulation, and rhythm, and appropriate tempo, dynamics, balance, style, and expression.
- 7.1.4 Play an appropriate variety of repertoire, independently and in large and small ensembles.
- 7.1.5 Follow the directions of a conductor.

Standard 2

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students improvise rhythmic patterns and simple melodies using instruments.

- 7.2.1 Create improvised rhythmic solos on the roots of I, IV, and V chords in given progressions such as twelve bar blues.
- 7.2.2 Create improvised melodies within a designated note range.

Standard 3

RESPONDING TO MUSIC: Reading, Notating, And Interpreting Music

Students read and perform music in various meters and in appropriate clefs and keys, applying expressive markings indicated in the score.

- 7.3.1 Read and play repertoire in appropriate clefs for various instruments.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

- 7.3.2 Sight-read music written in appropriate clefs and major and minor keys and in simple and compound meters, using a consistent method.
- 7.3.3 Identify and apply musical symbols found in scores.
- 7.3.4 Interpret and perform examples of non-standard notation in scores.

Standard 4

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of instrumental repertoire and analyze the music. They describe the relationship of various parts in compositions being rehearsed.

- 7.4.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation and basic musical form, style, and genre.
- 7.4.2 Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.
- 7.4.3 Identify musical elements in repertoire being studied that may convey a particular emotion or mood.

Standard 5

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts

Students apply understanding and skills from other disciplines to performance of instrumental repertoire. They respond to musical examples through writing and relate positive behaviors learned in the instrumental ensemble to other life experiences.

- 7.5.1 Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.
- 7.5.2 Understand the physiological basis for good playing posture and technique.
- 7.5.3 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 6

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community.

- 7.6.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- 7.6.2 Investigate the cultural origin and evolution of specific instruments.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

- 7.6.3 Perform instrumental repertoire in an authentic style that reflects the origin of the music.
- 7.6.4 Discuss the roles of various instrumental ensembles in the community and opportunities for participation.

Students exiting Concert Band will:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Develop basic skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

MIDDLE SCHOOL WIND ENSEMBLE GRADE 7-8

Symphonic Band at the Middle School level continues to build on the comprehensive music education students have received in Concert band. Some students in this band may be beginners, but are expected to reach the higher intermediate/advanced level by first concert time. Beginners in this group may not have played a band instrument prior to 7th or 8th grade, but generally have some music experience, such as piano training. Symphonic Band will provide students with opportunities to develop and demonstrate appropriately advanced instrumental practices and play with highly refined technical accuracy, expression, phrasing and interpretation, with medium/advanced technical facility and expanded ranges. Students in this band will be encouraged to audition for honor ensembles at the international level (AMIS Middle School Honor Band, Orchestra, or Choir)

Standard 1

PERFORMING MUSIC: Playing An Instrument Alone And With Others

Students play independently and in ensembles demonstrating good posture, tone quality, and technique and accurate pitch, rhythm, articulation, and tempo. They play suitable repertoire with attention to dynamics and expression, following the directions of a conductor.

- 8.1.1 Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.
- 8.1.2 Play one and two octave major, minor, and chromatic scales in keys and ranges appropriate to each instrument.
- 8.1.3 Play musical selections with accurate pitch, articulation, and rhythm, and appropriate tempo, dynamics, balance, style, expression, and blend.
- 8.1.4 Play a variety of appropriate historical and contemporary repertoire, independently and in large and small ensembles.
- 8.1.5 Follow the directions of a conductor.

Standard 2

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students improvise rhythmic patterns and simple melodies using instruments.

- 8.2.1 Improvise rhythmic solos on given pitches over established chord progressions.
- 8.2.2 Improvise melodies in a specified note range over established chord progressions.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

Standard 3

CREATING MUSIC: Composing And Arranging Music Within Specified Guidelines

Students compose practice exercises and create and transpose melodies for their instruments.

- 8.3.1 Independently create practice exercises to improve technique and tone production.
- 8.3.2 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release.
- 8.3.3 Arrange and play a scale or melody written for another instrument such as transposing a flute part for trumpet.
- 8.3.4 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 8.3.5 Show respect for the composing and arranging efforts of others.

Standard 4

RESPONDING TO MUSIC: Reading, Notating, And Interpreting Music

Students read and perform music in various meters and in appropriate clefs and keys, applying expressive markings indicated in the score.

- 8.4.1 Read and play repertoire in appropriate clefs for various instruments.
- 8.4.2 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/3, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 8.4.3 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo.
- 8.4.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
- 8.4.5 Interpret and perform non-standard notation in scores.

Standard 5

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of instrumental repertoire and analyze the music. They describe the relationship of various parts in compositions being rehearsed.

- 8.5.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre.
- 8.5.2 Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

- 8.5.3 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
- 8.5.4 Identify musical elements in repertoire being studied that may convey a particular emotion or mood.

Standard 6

RESPONDING TO MUSIC: Evaluating Music And Music Performances

Students establish and apply criteria to evaluate instrumental performances. They demonstrate appropriate performance behaviors.

- 8.6.1 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
- 8.6.2 Apply established criteria to evaluate performances of own ensemble.
- 8.6.3 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- 8.6.4 Identify and describe how interacting musical elements impact one's meaningful responses to music.
- 8.6.5 Identify and demonstrate appropriate performance behaviors.

Standard 7

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts

Students apply understanding and skills from other disciplines to performance of instrumental repertoire. They respond to musical examples through writing and relate positive behaviors learned in the instrumental ensemble to other life experiences.

- 8.7.1 Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.
- 8.7.2 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
- 8.7.3 Understand the physiological basis for good playing posture and technique.
- 8.7.4 Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.
- 8.7.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

Standard 8

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate the background of music studied and instruments played, and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community and careers in instrumental music.

- 8.8.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- 8.8.2 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 8.8.3 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.
- 8.8.4 Investigate the cultural origin and evolution of specific instruments.
- 8.8.5 Perform instrumental repertoire in an authentic style that reflects the origin of the music.
- 8.8.6 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 8.8.7 Discuss opportunities and preparation for careers in instrumental music.

A student exiting middle school Symphonic Band will:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play moderate to difficult instrumental literature which requires well-developed technical skills, strict attention to phrasing and interpretation, and ability to perform various meters and rhythms in a greater variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Increase development of skills in improvising, composing and arranging music
- Increase development of skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills at a more advanced level
- Develop a more mature understanding of instrumental literature in relationship to history, culture, and other content areas

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

MIDDLE SCHOOL CHORAL MUSIC GRADE 7-8

Middle School Choral Music continues to build on the comprehensive music education students have received in grade 6 and below. Students participating in this course are expected to meet all of the competency goals and objectives provided in the previous years. Middle School choral music will provide students with opportunities to develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument, sing increasingly challenging vocal literature, perform at school concerts, and apply reading and notating skills. Students in this choir are encouraged to audition for select ensembles at the middle school level (AMIS honor choir, other select choir groups.)

Standard 1

PERFORMING MUSIC: Singing Alone And With Others

Students demonstrate good vocal technique and explore the changing voice. They sing a variety of appropriate repertoire, and they follow the directions of a conductor.

- 8.1.1 Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.
- 8.1.2 Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire.
- 8.1.3 Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.
- 8.1.4 Sing repertoire with a variety of voicing combinations and an appropriate level of difficulty alone or in groups, both from a score and from memory.
- 8.1.5 Sing historical and contemporary repertoire from Western and non-Western traditions accompanied and a cappella, in a variety of languages, and with movement or body percussion when appropriate to enhance authentic performance.
- 8.1.6 Follow the directions of a conductor.

Standard 2

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students improvise warm-ups, melodies, harmonizations, and variations in the context of the choral rehearsal.

- 8.2.1 Improvise call and response conversations in vocal and rhythmic warm-ups.
- 8.2.2 Sing improvised major and minor melodies in a variety of keys and meters over an established accompaniment.
- 8.2.3 Create harmonizations to familiar songs.
- 8.2.4 Sing improvised melodic and rhythmic variations of learned songs.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

Standard 4

CREATING MUSIC: Composing And Arranging Music Within Specified Guidelines

Students create warm-ups and accompaniments that support repertoire.

- 8.4.1 Compose and conduct warm-ups based on repertoire being studied.
- 8.4.2 Plan an accompaniment such as a harmonic or rhythmic part to be used in performance of repertoire.

Standard 5

PERFORMING MUSIC: Reading, Notating And Interpreting Music

Students read and sing repertoire written in treble and bass clefs, applying expressive markings indicated in the score. They sight-read appropriate musical examples.

- 8.5.1 Read and sing appropriate repertoire written in treble and bass clefs.
- 8.5.2 Sight-read music written in treble and bass clefs, major and minor keys, and simple or compound meter using solfège, note names, or numbers.
- 8.5.3 Identify and apply musical symbols found in scores.
- 8.5.4 Interpret and perform non-standard notation in scores.

Standard 6

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of age appropriate choral repertoire and analyze the music. They describe choral works being rehearsed.

- 8.6.1 Listen to recordings of age appropriate singers and repertoire. Identify and describe type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.
- 8.6.2 Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed, using appropriate terminology.
- 8.6.3 Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.

Standard 7

RESPONDING TO MUSIC: Evaluating Music And Music Performances

Students establish and apply criteria to evaluate choral performances. They demonstrate appropriate performance behaviors.

- 8.7.1 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

- 8.7.2 Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.
- 8.7.3 Apply established criteria to evaluate performances of own ensemble.
- 8.7.4 Identify and demonstrate appropriate performance behaviors.

Standard 8

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts

Students apply understanding and skills from other disciplines to performance of choral repertoire. They respond to choral examples through writing and relate positive behaviors learned in the choral ensemble to other life experiences.

- 8.8.1 Explore the relationship of music and text in repertoire being studied.
- 8.8.2 Understand the physiological basis for good singing posture and technique, and demonstrate healthy singing habits.
- 8.8.3 Keep a journal of written responses to choral examples heard in class.
- 8.8.4 Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.
- 8.8.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of choral opportunities in the community and careers in vocal music.

- 8.9.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- 8.9.2 Sing in languages from various cultures using accurate pronunciation and diction.
- 8.9.3 Perform choral repertoire in an authentic style that reflects the origin of the music.
- 8.9.4 Understand and describe vocal styles appropriate to specific settings.
- 8.9.5 Discuss the roles of various choral ensembles in the community and opportunities for participation.
- 8.9.6 Discuss opportunities and preparation for careers in vocal music.

AISL MIDDLE SCHOOL CONCERT BAND ACADEMIC STANDARDS

Students exiting this course will be able to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument.
- Sing with increased technical accuracy and expression.
- Refine sightreading and ear training skills.
- Sing difficult vocal literature that requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters complex rhythms, and subtle dynamic requirements.
- Sing vocal literature representing diverse genres, styles, and cultures.
- Utilize instruments as appropriate.
- Develop skills in improvising, composing and arranging music.
- Develop skills in listening to, analyzing, and evaluating musical experiences.
- Apply reading and notating skills with traditional and non-traditional music.
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

MIDDLE SCHOOL CONCERT BAND GRADE 7-8

Concert Band continues to build on the comprehensive music education students have received in 6th grade band. Some students in this band may be beginners, but are expected to reach the higher intermediate level by first concert time. Beginners in this group may not have played a band instrument prior to 7th grade, but generally have some music experience, such as piano training. Concert Band will provide students with opportunities to develop and demonstrate appropriately advancing instrumental practices and play with more refined technical accuracy, expression, phrasing and interpretation, with medium to medium/advanced technical facility and expanded ranges.

Standard 1

PERFORMING MUSIC: Playing An Instrument Alone And With Others

Students play independently and in ensembles demonstrating good posture, tone quality, and technique and accurate pitch, rhythm, articulation, and tempo. They play suitable repertoire with attention to dynamics and expression, following the directions of a conductor.

- 7.1.1 Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.
- 7.1.2 Play one octave major, minor, and chromatic scales in keys appropriate to each instrument.
- 7.1.3 Play musical selections with accurate pitch, articulation, and rhythm, and appropriate tempo, dynamics, balance, style, and expression.
- 7.1.4 Play an appropriate variety of repertoire, independently and in large and small ensembles.
- 7.1.5 Follow the directions of a conductor.

Standard 2

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students improvise rhythmic patterns and simple melodies using instruments.

- 7.2.1 Create improvised rhythmic solos on the roots of I, IV, and V chords in given progressions such as twelve bar blues.
- 7.2.2 Create improvised melodies within a designated note range.

Standard 3

RESPONDING TO MUSIC: Reading, Notating, And Interpreting Music

Students read and perform music in various meters and in appropriate clefs and keys, applying expressive markings indicated in the score.

- 7.3.1 Read and play repertoire in appropriate clefs for various instruments.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

- 7.3.2 Sight-read music written in appropriate clefs and major and minor keys and in simple and compound meters, using a consistent method.
- 7.3.3 Identify and apply musical symbols found in scores.
- 7.3.4 Interpret and perform examples of non-standard notation in scores.

Standard 4

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of instrumental repertoire and analyze the music. They describe the relationship of various parts in compositions being rehearsed.

- 7.4.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation and basic musical form, style, and genre.
- 7.4.2 Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.
- 7.4.3 Identify musical elements in repertoire being studied that may convey a particular emotion or mood.

Standard 5

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts

Students apply understanding and skills from other disciplines to performance of instrumental repertoire. They respond to musical examples through writing and relate positive behaviors learned in the instrumental ensemble to other life experiences.

- 7.5.1 Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.
- 7.5.2 Understand the physiological basis for good playing posture and technique.
- 7.5.3 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 6

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community.

- 7.6.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- 7.6.2 Investigate the cultural origin and evolution of specific instruments.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

7.6.3 Perform instrumental repertoire in an authentic style that reflects the origin of the music.

7.6.4 Discuss the roles of various instrumental ensembles in the community and opportunities for participation.

Students exiting Concert Band will:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Develop basic skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

MIDDLE SCHOOL SYMPHONIC BAND GRADE 7-8

Symphonic Band at the Middle School level continues to build on the comprehensive music education students have received in Concert band. Some students in this band may be beginners, but are expected to reach the higher intermediate/advanced level by first concert time. Beginners in this group may not have played a band instrument prior to 7th or 8th grade, but generally have some music experience, such as piano training. Symphonic Band will provide students with opportunities to develop and demonstrate appropriately advanced instrumental practices and play with highly refined technical accuracy, expression, phrasing and interpretation, with medium/advanced technical facility and expanded ranges. Students in this band will be encouraged to audition for honor ensembles at the international level (AMIS Middle School Honor Band, Orchestra, or Choir)

Standard 1

PERFORMING MUSIC: Playing An Instrument Alone And With Others

Students play independently and in ensembles demonstrating good posture, tone quality, and technique and accurate pitch, rhythm, articulation, and tempo. They play suitable repertoire with attention to dynamics and expression, following the directions of a conductor.

- 8.1.1 Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.
- 8.1.2 Play one and two octave major, minor, and chromatic scales in keys and ranges appropriate to each instrument.
- 8.1.3 Play musical selections with accurate pitch, articulation, and rhythm, and appropriate tempo, dynamics, balance, style, expression, and blend.
- 8.1.4 Play a variety of appropriate historical and contemporary repertoire, independently and in large and small ensembles.
- 8.1.5 Follow the directions of a conductor.

Standard 2

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students improvise rhythmic patterns and simple melodies using instruments.

- 8.2.1 Improvise rhythmic solos on given pitches over established chord progressions.
- 8.2.2 Improvise melodies in a specified note range over established chord progressions.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

Standard 3

CREATING MUSIC: Composing And Arranging Music Within Specified Guidelines

Students compose practice exercises and create and transpose melodies for their instruments.

- 8.3.1 Independently create practice exercises to improve technique and tone production.
- 8.3.2 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release.
- 8.3.3 Arrange and play a scale or melody written for another instrument such as transposing a flute part for trumpet.
- 8.3.4 Use a variety of sound, notational, and technological sources to compose and arrange music.
- 8.3.5 Show respect for the composing and arranging efforts of others.

Standard 4

RESPONDING TO MUSIC: Reading, Notating, And Interpreting Music

Students read and perform music in various meters and in appropriate clefs and keys, applying expressive markings indicated in the score.

- 8.4.1 Read and play repertoire in appropriate clefs for various instruments.
- 8.4.2 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/3, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
- 8.4.3 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo.
- 8.4.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
- 8.4.5 Interpret and perform non-standard notation in scores.

Standard 5

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of instrumental repertoire and analyze the music. They describe the relationship of various parts in compositions being rehearsed.

- 8.5.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre.
- 8.5.2 Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

- 8.5.3 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
- 8.5.4 Identify musical elements in repertoire being studied that may convey a particular emotion or mood.

Standard 6

RESPONDING TO MUSIC: Evaluating Music And Music Performances

Students establish and apply criteria to evaluate instrumental performances. They demonstrate appropriate performance behaviors.

- 8.6.1 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
- 8.6.2 Apply established criteria to evaluate performances of own ensemble.
- 8.6.3 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- 8.6.4 Identify and describe how interacting musical elements impact one's meaningful responses to music.
- 8.6.5 Identify and demonstrate appropriate performance behaviors.

Standard 7

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts

Students apply understanding and skills from other disciplines to performance of instrumental repertoire. They respond to musical examples through writing and relate positive behaviors learned in the instrumental ensemble to other life experiences.

- 8.7.1 Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.
- 8.7.2 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
- 8.7.3 Understand the physiological basis for good playing posture and technique.
- 8.7.4 Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.
- 8.7.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

Standard 8

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate the background of music studied and instruments played, and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community and careers in instrumental music.

- 8.8.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- 8.8.2 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 8.8.3 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.
- 8.8.4 Investigate the cultural origin and evolution of specific instruments.
- 8.8.5 Perform instrumental repertoire in an authentic style that reflects the origin of the music.
- 8.8.6 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 8.8.7 Discuss opportunities and preparation for careers in instrumental music.

A student exiting middle school Symphonic Band will:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play moderate to difficult instrumental literature which requires well-developed technical skills, strict attention to phrasing and interpretation, and ability to perform various meters and rhythms in a greater variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Increase development of skills in improvising, composing and arranging music
- Increase development of skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills at a more advanced level
- Develop a more mature understanding of instrumental literature in relationship to history, culture, and other content areas

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

MIDDLE SCHOOL CHORAL MUSIC GRADE 7-8

Middle School Choral Music continues to build on the comprehensive music education students have received in grade 6 and below. Students participating in this course are expected to meet all of the competency goals and objectives provided in the previous years. Middle School choral music will provide students with opportunities to develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument, sing increasingly challenging vocal literature, perform at school concerts, and apply reading and notating skills. Students in this choir are encouraged to audition for select ensembles at the middle school level (AMIS honor choir, other select choir groups.)

Standard 1

PERFORMING MUSIC: Singing Alone And With Others

Students demonstrate good vocal technique and explore the changing voice. They sing a variety of appropriate repertoire, and they follow the directions of a conductor.

- 8.1.1 Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.
- 8.1.2 Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire.
- 8.1.3 Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.
- 8.1.4 Sing repertoire with a variety of voicing combinations and an appropriate level of difficulty alone or in groups, both from a score and from memory.
- 8.1.5 Sing historical and contemporary repertoire from Western and non-Western traditions accompanied and a cappella, in a variety of languages, and with movement or body percussion when appropriate to enhance authentic performance.
- 8.1.6 Follow the directions of a conductor.

Standard 2

PERFORMING MUSIC: Playing An Instrument Alone And With Others

Students play rhythmic patterns, simple melodies, and accompaniments on keyboard, electronic, percussion, and traditional and non-traditional classroom instruments.

- 8.2.1 Play simple notated melodic patterns and intervals on the keyboard, demonstrating understanding of the relationship of the keys to notes on the staff.
- 8.2.2 Echo rhythmic, melodic, and harmonic patterns on keyboard, percussion, or original instruments.
- 8.2.3 Accompany appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

Standard 3

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students improvise warm-ups, melodies, harmonizations, and variations in the context of the choral rehearsal.

- 8.3.1 Improve call and response conversations in vocal and rhythmic warm-ups.
- 8.3.2 Sing improvised major and minor melodies in a variety of keys and meters over an established accompaniment.
- 8.3.3 Create harmonizations to familiar songs.
- 8.3.4 Sing improvised melodic and rhythmic variations of learned songs.

Standard 4

CREATING MUSIC: Composing And Arranging Music Within Specified Guidelines

Students create warm-ups and accompaniments that support repertoire.

- 8.4.1 Compose and conduct warm-ups based on repertoire being studied.
- 8.4.2 Plan an accompaniment such as a harmonic or rhythmic part to be used in performance of repertoire.

Standard 5

PERFORMING MUSIC: Reading, Notating And Interpreting Music

Students read and sing repertoire written in treble and bass clefs, applying expressive markings indicated in the score. They sight-read appropriate musical examples.

- 8.5.1 Read and sing appropriate repertoire written in treble and bass clefs.
- 8.5.2 Sight-read music written in treble and bass clefs, major and minor keys, and simple or compound meter using solfège, note names, or numbers.
- 8.5.3 Identify and apply musical symbols found in scores.
- 8.5.4 Interpret and perform non-standard notation in scores.

Standard 6

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of age appropriate choral repertoire and analyze the music. They describe choral works being rehearsed.

- 8.6.1 Listen to recordings of age appropriate singers and repertoire. Identify and describe type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

- 8.6.2 Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed, using appropriate terminology.
- 8.6.3 Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.

Standard 7

RESPONDING TO MUSIC: Evaluating Music And Music Performances

Students establish and apply criteria to evaluate choral performances. They demonstrate appropriate performance behaviors.

- 8.7.1 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.
- 8.7.2 Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.
- 8.7.3 Apply established criteria to evaluate performances of own ensemble.
- 8.7.4 Identify and demonstrate appropriate performance behaviors.

Standard 8

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts

Students apply understanding and skills from other disciplines to performance of choral repertoire. They respond to choral examples through writing and relate positive behaviors learned in the choral ensemble to other life experiences.

- 8.8.1 Explore the relationship of music and text in repertoire being studied.
- 8.8.2 Understand the physiological basis for good singing posture and technique, and demonstrate healthy singing habits.
- 8.8.3 Keep a journal of written responses to choral examples heard in class.
- 8.8.4 Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.
- 8.8.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of choral opportunities in the community and careers in vocal music.

- 8.9.1 Explore the genre, style, composer, and historical background of repertoire being studied.

AISL MS SEVENTH GRADE MUSIC ACADEMIC STANDARDS

- 8.9.2 Sing in languages from various cultures using accurate pronunciation and diction.
- 8.9.3 Perform choral repertoire in an authentic style that reflects the origin of the music.
- 8.9.4 Understand and describe vocal styles appropriate to specific settings.
- 8.9.5 Discuss the roles of various choral ensembles in the community and opportunities for participation.
- 8.9.6 Discuss opportunities and preparation for careers in vocal music.

Students exiting this course will be able to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument.
- Sing with increased technical accuracy and expression.
- Refine sightreading and ear training skills.
- Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters complex rhythms, and subtle dynamic requirements.
- Sing vocal literature representing diverse genres, styles, and cultures.
- Utilize instruments as appropriate.
- Develop skills in improvising, composing and arranging music.
- Develop skills in listening to, analyzing, and evaluating musical experiences.
- Apply reading and notating skills with traditional and non-traditional music.
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas.

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

Sixth Grade

The standards for grade six emphasize exploration. Students investigate a variety of experiences and concepts using the elements of art and the principles of design as a framework. The sixth grade art lessons offer learning opportunities that incorporate a variety of media, artistic styles, historical periods, and cultural backgrounds. Students explore various two-dimensional and three-dimensional art media using diverse technical and expressive approaches. By applying the art criticism process, students analyze, derive meaning from, and make informed judgments about personal works and the artworks of others. Students apply what they learn in the Visual Arts to other subject areas. They develop creative problem-solving and communication skills that enhance all aspects of life. Careers in the Visual Arts are emphasized.

Standard 1

RESPONDING TO ART: HISTORY AND CULTURE

Understand art in relation to history and past and contemporary culture.

Students analyze relationships between artwork and the cultures of origin, including icons in contemporary works and uses of imagery in visual culture. They identify local art-related careers and support for arts providers, utilizing community art resources and evaluating their effect on daily life.

- 6.1.1 Identify and analyze the relationship between a work of art and the history, geography, and technology of the culture, and identify where, when, why, and by whom the work was made (focus: Europe and the Americas, including the diversity of past and contemporary cultures and ethnicities).
- 6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.
- 6.1.3 Identify icons in contemporary works and analyze how they reflect the culture.
- 6.1.4 Identify uses of imagery in visual culture found in, but not limited to, advertisements, graphic novels, the Internet, video, and video games.
- 6.1.5 Identify the roles of artists and skills of various art-related careers in the community.
- 6.1.6 Analyze how galleries, museums, movie theaters, digital resources, and arts-related establishments in the community affect daily life.
- 6.1.7 Analyze and critique art seen at local museums, exhibits, arts performances, and by visiting artists in the schools.
- 6.1.8 Identify ways in which the arts are supported in the community and state.

Standard 2

RESPONDING TO ART: HISTORY AND CULTURE

Recognize significant works of art and the chronological development of art movements and historical periods

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

Students experience works of Western art, identifying artists, cultures, styles, and placement on a timeline. They distinguish styles of individual artists and art movements.

- 6.2.1 Identify and be familiar with works from major periods of Western art, identifying artist, culture, style, and aspects from the historical context of the work.
- 6.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.
- 6.2.3 Identify and chronologically compare works of Western art and artifacts from major periods or movements.

Standard 3

VISUAL LITERACY: CRITICISM AND AESTHETICS

Describe, analyze, and interpret works of art and artifacts.

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 6.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 6.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

VISUAL LITERACY: CRITICISM AND AESTHETICS

Theorize about art and make informed judgments.

Students identify institutionalism in artwork. They reflect on sources of personal preference and form persuasive arguments based on properties found in works and their historical context.

- 6.4.1 Identify unconventional works that can be identified as art only by the fact that they are in a museum or gallery (institutionalism).
- 6.4.2 Reflect upon the sources of personal preference such as home, peers, and pop culture through journaling and discussion.
- 6.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.

Standard 5

VISUAL LITERACY: CRITICISM AND AESTHETICS

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art.

Students consider the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they consider and discuss diverse aesthetic issues.

- 6.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

- 6.5.2. Identify problems or puzzles in a work of art or aesthetic issue, construct a well-reasoned hypothesis, and evaluate the adequacy of alternative hypotheses.
- 6.5.3 Analyze the nature of art through logical reasoning skills and debate on issues such as beauty, censorship, and definitions of art.

Standard 6

CREATING ART: STUDIO PRODUCTION

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.

Students create artwork demonstrating refined perceptual skills and expanded subject matter, media, and techniques. They evidence judicious selection of symbols, metaphors, and subject matter. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- 6.6.1 Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life.
- 6.6.2 Demonstrate the ability to utilize personal interests, current events, media, or techniques as sources for expanding artwork.
- 6.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and ideas to clearly communicate through artwork.
- 6.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- 6.6.5 Identify and apply criteria for self-assessment and peer critiques.
- 6.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: STUDIO PRODUCTION

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 6.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (emphasis, rhythm, pattern, unity, balance, movement, and contrast) in work to effectively communicate ideas.
- 6.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

- 6.7.3 Utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 6.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two-point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes, and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, graffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core

Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trap unto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper

Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film

Processes: computer processes in various open source and commercial programs

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

6.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas. *Students compare communication of ideas and concepts in the arts and other disciplines. They cultivate opportunities for aesthetic experience through creation of artwork, cross-disciplinary projects, and performances demonstrating in-depth knowledge and integration of processes, technology, and sign systems from various subject areas.*

- 6.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.
- 6.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- 6.8.3 Use multiple art forms to create cross-disciplinary works or performances that communicate meaning and promote aesthetic inquiry.

Seventh Grade

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. The seventh grade lessons focus on the four basic components that provide the overall structure for student learning objectives in Visual Arts- Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation. Studio lessons and activities give the opportunity to create works of art by elaborating on direct observation, personal experience, and imagination. Students are challenged to express ideas through original artworks using a variety of media with appropriate skill.

Standard 1

RESPONDING TO ART: HISTORY AND CULTURE

Understand art in relation to history and past and contemporary culture.

Students analyze relationships between artwork and the cultures of origin, comparing icons, themes, and ideas representative of various cultures. They explore art-related careers and ways to support the arts, utilizing resources of museums and galleries and identifying the impact of the arts on society.

- 7.1.1 Identify where, when, why, and by whom a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture (focus: Asia, Africa, and the South Pacific).
- 7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

- 7.1.3 Identify, compare, and contrast themes, icons, and ideas that represent various cultural groups.
- 7.1.4 Research the roles of artists and skills needed for various art-related careers in the community.
- 7.1.5 Identify contributions that artists and art-related professionals have made to society.
- 7.1.6 Examine and critique art at local museums, galleries, virtual galleries, performance centers, and exhibitions in the community.
- 7.1.7 Discuss how artists, artwork, and art institutions can impact the economy of communities.
- 7.1.8 Identify ways one can become actively involved in supporting the arts in the community.

Standard 2

RESPONDING TO ART: HISTORY AND CULTURE

Recognize significant works of art and the chronological development of art movements and historical periods.

Students experience works of non-Western art, identifying artists, cultures, styles, and historical aspects. They locate Western and non-Western artwork on a timeline to establish chronological perspective and identify beliefs, customs, and technology affecting artists' styles.

- 7.2.1 Identify and be familiar works from major periods of non-Western art identifying artist, culture, style, and aspects from the historical context.
- 7.2.2 Research and identify how beliefs, customs, and technology affect artists' styles of work.
- 7.2.3 Identify Western and non-Western art and artifacts by locating them on a timeline.

Standard 3

VISUAL LITERACY: CRITICISM AND AESTHETICS

Describe, analyze, and interpret works of art and artifacts.

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 7.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 7.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

VISUAL LITERACY: CRITICISM AND AESTHETICS

Theorize about art and make informed judgments.

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by artists and critics.

- 7.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- 7.4.2 Present logical defense of personal viewpoints or preferences in art.
- 7.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- 7.4.4 Read and reflect upon critical writings about art by artists and critics.

Standard 5

VISUAL LITERACY: CRITICISM AND AESTHETICS

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art.

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they identify conflicting views on the nature of art.

- 7.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- 7.5.2 Refine personal response to works of art, identify problems or puzzles, and form hypotheses or well-supported viewpoints.
- 7.5.3 Identify conflicting viewpoints in discussions on the nature of art and try to resolve these conflicts through logical reasoning.

Standard 6

CREATING ART: STUDIO PRODUCTION

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.

Students create artwork using expanded subject matter, media, techniques, and insightful observation. They evidence judicious selection of symbols, metaphors, subjects, and ideas to communicate personal statements. Students make connections between personal work and that of others in revising and refining artwork, utilize self and peer critique, and demonstrate mutual respect.

- 7.6.1 Create works of art based on sensitive observation from real life and personal experience.
- 7.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, and media as sources for expanding artwork.
- 7.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and ideas to clearly communicate personal statements.
- 7.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

- 7.6.5 Identify connections between personal work and similar works of art for the purpose of identifying criteria and revising and refining work.
- 7.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: STUDIO PRODUCTION

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 7.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (emphasis, rhythm, pattern, unity, balance, movement, and contrast) in work to effectively communicate ideas.
- 7.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one and two-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- 7.7.3 Select and utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 7.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon
Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two-point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes, and paint applicators
Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

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Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint
Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, grafitto, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core
Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trap unto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in various open source and commercial programs

7.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas.

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-depth knowledge and integration of processes, technology, and sign systems from various subject areas.

- 7.8.1 Identify similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and describe how integration of disciplines enhances learning.
- 7.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.

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- 7.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- 7.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines.

Eight Grade

The standards for grade eight continue to emphasize exploration, analysis, and investigation of the creative process. The eight grade lessons focus on the four basic components that provide the overall structure for student learning objectives in Visual Arts- Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation. Studio lessons and activities give the opportunity to create works of art by elaborating on direct observation, personal experience, and imagination. Students are challenged to express ideas through original artworks using a variety of media with appropriate skill. The eighth grade program offers multiple opportunities to analyze artworks to form conclusions about formal properties, historical and cultural contexts, intents and meanings.

Standard 1

RESPONDING TO ART: HISTORY AND CULTURE

Understand art in relation to history and past and contemporary culture.

Students analyze relationships between artwork and the cultures of origin, examining the changing function of art. They identify artists' use of personal experiences in work and discover connections between art and other life experiences. They explore ways to support the arts and utilize resources within their own community.

- 8.1.1 Identify and analyze where, when, why, and by whom a work was made and the relationship of a work of art to the historical, environmental, technological, and social contexts of the culture in which it was created.
- 8.1.2 Analyze how the function of art in our society has changed over time.
- 8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.
- 8.1.4 Research the skills of art-related careers, educational requirements, and explore potential interests.
- 8.1.5 Analyze ways experiences in the arts connect to other life experiences.
- 8.1.6 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- 8.1.7 Discuss how artists, artwork, and art institutions can impact local and national economies.
- 8.1.8 Identify ways one can become actively involved in supporting the arts locally and nationally.

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Standard 2

RESPONDING TO ART: HISTORY AND CULTURE

Recognize significant works of art and the chronological development of art movements and historical periods.

Students compare works of non-Western and Western art, identifying artists, cultures, styles, and historical aspects. They identify stylistic features of particular cultures and relate artworks to corresponding historical time periods and events.

- 8.2.1 Compare a range of works from Western and non-Western cultures identifying culture, style, and other aspects from the historical context of the work.
- 8.2.2 Identify common stylistic features from art of one culture or time period.
- 8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

Standard 3

VISUAL LITERACY: CRITICISM AND AESTHETICS

Describe, analyze, and interpret works of art and artifacts.

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- 8.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- 8.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4

VISUAL LITERACY: CRITICISM AND AESTHETICS

Theorize about art and make informed judgments.

Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by critics and aestheticians.

- 8.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- 8.4.2 Present logical defense of personal viewpoints or preferences in art.
- 8.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- 8.4.4 Identify the role of the aesthetician.
- 8.4.5 Read and reflect upon critical and theoretical writings about art by critics and aestheticians.

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Standard 5

VISUAL LITERACY: CRITICISM AND AESTHETICS

Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art.

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they analyze various positions on the nature of art and aesthetic issues.

- 8.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- 8.5.2 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.
- 8.5.3 Analyze and defend positions on the nature of art and aesthetic issues such as forgery, censorship, beauty, and definitions of art.

Standard 6

CREATING ART: STUDIO PRODUCTION

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision.

Students create artwork using expanded subject matter, media and techniques, and insightful observation. They evidence knowledge of contexts, values, and aesthetics when utilizing themes, symbols, and metaphors to communicate meaning. Students establish criteria for determining excellence in revising and refining artwork through self and peer critique, and they demonstrate mutual respect.

- 8.6.1 Create works of art based on insightful observation from real life and personal experience.
- 8.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding personal artwork.
- 8.6.3 Utilize themes, symbols, and metaphors that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in work.
- 8.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.
- 8.6.5 Examine and establish criteria for judging excellence in work and utilize in the revision and refinement process.
- 8.6.6 Demonstrate respect for personal work and the work of others.

Standard 7

CREATING ART: STUDIO PRODUCTION

Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes.

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in

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works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- 8.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (emphasis, rhythm, pattern, unity, balance, movement, and contrast) in work to effectively communicate ideas.
- 8.7.2 Identify and discriminate between types of lines (characteristics, quality), shape (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one, two, and three-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.

Identify and discriminate between types of lines, shape, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in own work and the works of others.

- 8.7.3 Selectively utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- 8.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.

The following recommended media and processes are appropriate for a grade band of Grade 6 through Grade 8:

DRAWING:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals, pastels, conte-crayon

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes, and paint applicators

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor techniques of sponging, salting, and masking

PRINTMAKING:

Media: found objects, printing ink, polystyrene foam, stencil, textile ink

Processes: calligraphic, collograph, silkscreen, etching, embossing, relief (linocuts)

CERAMICS:

Media: modeling clay, pottery clay, clay substitutes, glazes, stains, paint

Processes: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques, incising, sgraffito, wax resist, hand hewn

SCULPTURE/ARCHITECTURE/JEWELRY:

AISL MIDDLE SCHOOL VISUAL ARTS ACADEMIC STANDARDS

Media: paper, papier-mâché, clay, plaster, fiber cardboard, wood paper, foil, found objects, beads, sand, balsa, wire, foam, copper, foam core
Processes: carving, additive, subtractive, modeling, constructing, casting, enameling

FIBERS:

Media: cloth, yarn, batik wax and dyes, ribbon, found objects, paper, reeds, rope
Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry, tie-dye, trapunto, batik

MIXED MEDIA:

Media: tissue, photos, found objects, foil, fiber, paint, paper
Processes: collage, bas-relief

OTHER MEDIA:

Media: computer, interactive computer programs, disposable camera, digital camera, video, photography, film
Processes: computer processes in various open source and commercial programs

8.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8

INTEGRATED STUDIES

Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas.

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-depth knowledge and integration of processes, technology, and sign systems from multiple subject areas.

- 8.8.1 Analyze similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and analyze how integration of disciplines enhances learning.
- 8.8.2 Create artwork incorporating processes, skills, technology, or sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- 8.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- 8.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines and reflect upon the impact of the experience through writing or discussion.