



Fishers Junior High  
13257 Cumberland Road  
Fishers IN 46038  
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## **Fishers Junior High School: Essential Learnings**

### **English Language Arts:**

#### **English 7**

*I can...*

- Analyze the development of a theme or central idea over the course of a work of literature or nonfiction piece.
- Analyze how elements (setting, characters, plot, conflict, figurative language, etc.) impact the work of literature.
- Analyze the structural elements of a story, such as subplots, climax, and conflict to determine how they contribute to the meaning and plot.
- Provide a detailed summary/objective summary of a work of literature that supports my analysis of the theme or central idea.
- Identify what is explicitly stated in a text and make inferences based on textual evidence.
- Identify and quote passages from a text to support my response.
- Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.
- Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- Trace and evaluate the argument and specific claims in a text.
- Assess whether reasoning is sound and the evidence is relevant and sufficient to support a claim.
- Note instances of bias and stereotyping.
- Demonstrate command of English grammar and usage.
- Demonstrate command of conventions of standard English.
- Demonstrate command of English grammar and usage.
- Demonstrate command of conventions of standard English.
- Analyze the development of a theme or central idea over the course of a work of literature or nonfiction piece.
- Identify what is explicitly stated in a text and make inferences based on textual evidence.
- Identify and quote passages from a text to support my response.
- Use the root of the word and context clues to determine the meaning of the word or phrase.
- Write with proper grammar and conventions at the 7th grade level.
- Be a proficient digital citizen and understand my role in online and media spaces.



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## English 8

*I can...*

- Analyze story elements
- Analyze Figurative Language
- Write a paragraph response that includes strong, supportive, and relevant text evidence
- Cite text evidence in MLA format
- Analyze author's purpose for writing
- Analyze author's motivation as it relates to writing style
- Track character development over the course of a text
- Produce writing that includes all story elements
- Establish context and point of view
- Include dialogue and narrative techniques
- Create a logical sequence of events
- Edit and revise
- Determine central idea and supporting details
- Make inferences that can be drawn from the text
- Provide an objective summary
- Identify an author's purpose and perspective
- Introduce a clear topic
- Organize ideas
- Elaborate using relevant facts or information and examples
- Use appropriate and vary transitions
- Choose language that's specific to the content
- Provide a concluding statement
- Show command of conventions
- Determine how an author appeals to their audience
- Identify and explain fallacies
- Identify and explain propaganda and persuasive techniques
- Recognize relevant/irrelevant information
- Identify the author's claim
- Acknowledge claim and counterclaim
- Provide a rebuttal
- Use effective transitions
- Organize reasons and evidence logically
- Use credible sources
- Eliminate redundant words and phrases
- Establish consistent style and tone (according to audience)



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## Composition 7 & 8

*Students will be able to:*

- Compose writing and presentations for various genres.
- Demonstrate a command of English grammar and usage .
- Demonstrate the writing process and research processes.
- Write informative compositions in a variety of forms.
- Write arguments in a variety of forms.
- Write narratives compositions in a variety of forms.

*For informative writing, I can:*

- Introduce a topic clearly.
- Support my topic with relevant facts.
- Transition between sentences and paragraphs.
- Have a clear introduction, body, and conclusion.
- Establish and maintain a style appropriate to purpose and audience.

*For narrative writing, I can:*

- Plan and develop; draft; revise a piece of writing using appropriate reference materials
- Formulate a research question
- Gather information from multiple sources
- Assess the credibility and accuracy of each source
- Quote or paraphrase information
- Avoid plagiarism
- Present information in a variety of formats
- Use narrative technique, such as dialogue, pacing, and description to develop experiences, events, and/or characters
- Utilize plot structure to outline a story with an exposition, rising action, climax, falling action, and resolution
- Engage the reader by establishing point of view
- Use precise words and phrases, including sensory language, to portray action and convey experiences
- Have and express a theme

*For research and argumentative writing, I can:*

- Plan and develop; draft; revise a piece of writing using appropriate reference materials
- Formulate a research question
- Gather information from multiple sources
- Assess the credibility and accuracy of each source
- Quote or paraphrase information
- Avoid plagiarism
- Present information in a variety of formats



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- Introduce claims, acknowledge and distinguish the claims from opposing claims.
- Support claims with logical reasoning and relevant evidence.
- Use effective transitions to create and clarify relationships between claims, reasons, and evidence.
- Establish and maintain consistent style and tone.
- Provide concluding statements or sections and support the argument.

*When editing and revising grammar, I can:*

- Use a variety of pronouns
- Use verbs in active and passive voice
- Use a variety of phrases and clauses
- Write the four types of sentences
- Correct fragments and run-on sentences
- Understand and use different modifiers
- Demonstrate command of conventions of capitalization, punctuation, and spelling

## **Mathematics:**

### **7<sup>th</sup> Grade**

- Students can solve problems with rational numbers.
- Students can solve two-step equations and inequalities.
- Students can identify the constant of proportionality, unit rates, and slope of a line from a table or graph.
- Students can solve problems involving proportionality.
- Students can identify and write equations for proportional relationships
- Students can apply fractions, decimals, and percentages to real world examples.
- Students can compute area and circumference of a circle.
- Students can calculate the probability of an event.
- Students can calculate the measures of center given a data set.

### **8<sup>th</sup> Grade**

- Students can solve problems with rational numbers and irrational numbers.
- Students can simplify exponent expressions using all 4 operations.
- Students can solve multi-step equations using fractions, decimals and integers.
- Students can persevere through real-world word problems and solve them on their own, with partners or in groups.
- Students can graph an equation of a line and use it to describe rate in word problems.
- Students can plug into formulas to help solve multi-step word problems.
- Students can describe transformations of shapes and use that information to identify specific points in the process.



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### **Honors Geometry**

*By the end of SEMESTER ONE, students will be able to:*

- Solve problems with systems of equations and factoring using algebra.
- Construct two column proofs using deductive reasoning.
- Use properties of parallel lines to construct proofs and solve problems.
- Name similar figures and use proportions to solve problems.

*By the end of SEMESTER TWO, students will be able to:*

- Use properties of quadrilaterals to solve problems and classify shapes.
- Use the Pythagorean Theorem and trigonometry to solve problems.
- Find the volume and surface area of 3-dimensional objects

### **Honors Algebra**

- Students will represent quantities, patterns, and relationships algebraically.
- Students will use a variety of strategies to solve equations and inequalities that represent real world applications and understand equivalent representations.
- Students will use functions to model situations and solve problems.
- Students will model situations and solve problems using linear equations in various forms.
- Students will use systems of linear equations and inequalities to model situations and solve problems?
- Students will use exponent properties to perform operations on very large and very small numbers.
- Students will identify characteristics that make a relationship exponential and explore growth and decay.
- Students will add, subtract, and multiply polynomials.
- Students will be factor polynomials.
- Students will solve and represent real world situation using quadratic and functions.
- Students will make predictions based on various representations of data.

### **Performing Arts:**

#### **Band**

Students will be able to:

- Read music notation. {Skill 2}
- Play their instrument with good characteristic sound and technique. {Skill1}
- Play music in an ensemble with good balance, blend, and tone. {Skill 4} {Skill 3}
- Play music expressively. {Skill 1}
- Apply life skills developed in ensemble to other aspects of their life, such as cooperation, effort, and perseverance. {additional skill}



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## **Choir**

### Skill I: Reading Music

*Students in Jr. High choir classes will be able to:*

- Identify music on treble and bass staves by pitch letter name
- Identify a pitch's position in a musical scale by its solfege syllable
- Identify duration in sound by interpreting musical note values using ta-ka-di-mi
- Navigate a musical score through successful interpretation of musical direction markings
- Interpret how music will be performed through correctly identifying musical performance vocabulary

### Skill II: Performing Music

*Students in Jr. High choir classes will be able to:*

- Perform as an individual with attention to:
  - Breathing technique
  - Breath Support
  - Diction and Enunciation
  - Placement of Sound
- Perform in an ensemble with attention to:
  - Intonation
  - Tone Quality
  - Blend
  - Phrasing
  - Following cues of a director
- Perform written music with attention to:
  - Pitch
  - Duration
  - Style
  - Articulation
  - Dynamics
  - Other written directions in the music

### Skill III: Interpreting Music

*Students in Jr. High choir classes will be able to:*

- Read and perform music within the context of various musical keys and scales in major and minor
- Use expression and sound to improve the aesthetic manifestation of written music
- Respond to the gestures of the conductor to improve choral performance
- Use gesture to improve their interpretation of music



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#### Skill IV: Evaluating Music

*Students in Jr. High choir classes will be able to:*

- Understand the role adolescence plays in vocal development and sound
- Read, write, and discuss music performance with a relevant and sophisticated vocabulary
- Make mature judgements about the artistic appropriateness of the blend between aesthetic and written elements of music

### **Orchestra**

#### Skill I: Reading Music

*Students in Jr. High orchestra classes will be able to:*

- Identify music on treble, alto or bass clef (dependent on instrument)
- Identify a pitch's position on the musical staff
- Identify duration in sound by interpreting musical note values
- Navigate a musical score through successful interpretation of musical direction markings
- Interpret how music will be performed through correctly identifying musical performance vocabulary

#### Skill II: Performing Music

*Students in Jr. High orchestra classes will be able to:*

- Perform as an individual with attention to:
  - *Sound Production*
  - *Tone Quality*
  - *Intonation*
  - *Articulation and Bowing Techniques*
  - *Rhythmic Accuracy*
  - *Interpretation and Musicianship*
  - *Dynamics*
- Perform in an ensemble with attention to:
  - *Sound Production*
  - *Tone Quality*
  - *Intonation*
  - *Articulation and Bowing Techniques*
  - *Rhythmic Accuracy*
  - *Interpretation and Musicianship*
  - *Dynamics*
  - *Balance and Blend*
  - *Following cues of a director*
  - *Perform written music with attention to*
  - *Pitch*



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- *Duration*
- *Style*
- *Articulation*
- *Dynamics*
- *Other written directions in the music*

#### Skill III: Interpreting Music

*Students in Jr. High orchestra classes will be able to:*

- Read and perform music within the context of various musical keys and scales Major/minor scales
- D/G/C/F/Bb Majors and relative minors
- Use expression and sound to improve the aesthetic manifestation of written music
- Respond to the gestures of the conductor to improve ensemble performance

#### Skill IV: Evaluating Music

*Students in Jr. High orchestra classes will be able to:*

- Read, write, and discuss music performance with a relevant and sophisticated vocabulary
- Make mature judgements about the artistic appropriateness of the blend between aesthetic and written elements of music

### **General Music**

#### Skill I: Performing Music

*Students in Jr. High general music classes will be able to:*

- Perform on the following instrument groups:
  - Percussion
  - Tone Chimes
  - Ukulele
  - Piano
- Play individually and as an ensemble

#### Skill II: Reading Music

*Students in Jr. High general music classes will be able to:*

- Read music notation with attention to pitch Treble and Bass Clef Staves
- Students will be able to identify pitch by letter name in various keys
- Read music notation with attention to rhythm and duration In various time signatures
- Engage with music literacy skills which will improve reading comprehension.

#### Skill III: Interpreting/Listening to Music

*Students in Jr. High general music classes will be able to:*

- Interpret music notation for performance on instruments
- Listen to music from varied historical periods and genres



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#### Skill IV: Evaluating Music

*Students in Jr. High general music classes will be able to:*

- Learn and be evaluated against a rubric for music quality based on the following:
  - Technique
  - Tone Quality
  - Accuracy
- Demonstrate fluency with historical periods and genres through various assessments and projects.

### **Practical Arts:**

#### **Business and Information Technology (BIT)**

- Employability Skills: Developing professional behaviors, including time management, dependability, teamwork, and understanding workplace etiquette.
- Digital Citizenship & Technology: Proper use of technology, digital etiquette (email/phone), and safety.
- Financial Literacy: Understanding personal financial management, budgeting, and basic financial concepts.
- Career Exploration: Identifying personal skills, researching career opportunities in business, and exploring career pathways.
- Business Basics: Introduction to entrepreneurship, basic marketing, and understanding how businesses operate.

#### **Computing Foundations**

##### Problem-Solving with AI

- Investigate how AI generates responses, using neural networks, transformers, and probabilistic models.
- Critically evaluate AI-generated outputs, identifying bias, misinformation, and hallucinations.
- Refine AI-generated content through prompt engineering and debugging techniques.
- Explore AI's role in creativity, forecasting, and decision-making, balancing its strengths with ethical considerations.
- Design and test AI-assisted solutions to real-world challenges, ensuring that AI is used responsibly and with human oversight.

##### Foundations of AI Programming

- Define and explain the purpose of algorithms and their applications.
- Design algorithms using sequence, selection, and iteration.
- Analyze the functionality of algorithms and propose improvements.
- Write Python programs using variables, conditional statements, loops, and functions.
- Debug and test Python programs systematically to ensure correctness and reliability.



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- Use modular design principles to write reusable functions with parameters and return values.
- Use AI tools to support problem-solving, algorithm design, and debugging, while recognizing their limitations and biases
- Evaluate the ethical implications of using AI in programming and implement strategies for ethical and fair implementation.
- Identify career pathways in computing and connect programming skills to real-world opportunities.
- Use computational thinking principles to design, analyze, and troubleshoot programs.
- Apply abstraction, decomposition, and pattern recognition to solve problems effectively.

#### AI and the Systems that Power It

- Explain how computational systems process data and how hardware, software, and operating systems collaborate to perform tasks.
- Investigate and optimize computing systems to improve performance and achieve specific goals.
- Design computing solutions that integrate hardware and software to collect and exchange data.
- Apply human-centered design principles to create effective and inclusive systems or protocols.
- Analyze the societal and ethical implications of AI and emerging technologies, including issues related to privacy, fairness, and accessibility.
- Assess the benefits and risks of AI in various industries and real-world applications.
- Use AI tools to investigate problems, generate solutions, and evaluate the accuracy, fairness, and reliability of outputs.
- Apply AI to analyze data, improve workflows, and develop creative solutions.
- Describe the role of data in AI applications and how different types of data (e.g., audio, visual, environmental) are collected and used computationally.
- Engage in inclusive collaboration by valuing diverse perspectives and addressing ethical concerns in computing projects.
- Identify career pathways in computing and describe how AI and emerging technologies are transforming industries and disciplines.
- Explore the interdisciplinary applications of computing concepts in solving real-world problems.

#### The Fabric of the Internet and AI

- Describe how data is transmitted, routed, and reassembled over the Internet.
- Explain the roles of IP addressing, DNS, and redundancy in ensuring efficient communication.
- Analyze the role of AI in enhancing network security.



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- Assess the implications of the digital divide and propose strategies to promote equitable Internet access.
- Evaluate the ethical considerations of AI in network security and propose responsible solutions.
- Identify and describe roles in networking and cybersecurity, such as Network Engineers and AI Cybersecurity Specialists.
- Analyze how these careers contribute to addressing societal challenges and improving technology.
- Use abstraction, decomposition, and pattern recognition to solve problems related to Internet communication and security.
- Propose and evaluate solutions to complex networking challenges, including security risks and accessibility issues.

#### Cybersecurity and Global Impacts

##### Insights from Data and AI

- Understand the foundations of data science and its interdisciplinary nature.
- Create and refine data questions to guide investigations.
- Analyze datasets and apply various analysis techniques.
- Develop visualizations to help answer data questions.
- Use analysis results to tell a compelling data story.
- Consider ethical concerns when creating data questions, analyzing data, and telling a data story.

#### **Engineering Technology (Tech Ed)**

##### 7<sup>th</sup> grade (nine weeks)

*At the end of the introduction to civil engineering unit, students will be able to:*

- Develop innovative products and systems that solve problems and extend capabilities based on individual or collective needs and wants in the field of civil engineering.
- Apply creative problem-solving strategies to the improvement of existing structures or processes or the development of new approaches.
- Apply the technology and engineering design process.
- Refine design solutions to address criteria and constraints through the development of several iterations in the design process.
- Evaluate the strengths and weaknesses of different design solutions using Excel and decision matrix spreadsheets. Improve essential skills necessary to successfully design.
- Apply knowledge and skills learned in science, mathematics, language arts, fine arts, and social studies classes when completing engineering and technology-based assignments.
- Explore engineering and technology related careers.



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- Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

8<sup>th</sup> grade (semester)

*At the end of PLTW Design and Modeling unit, students will be able to:*

- Develop innovative products and systems that solve problems and extend capabilities based on individual or collective needs and wants.
- Apply creative problem-solving strategies to the improvement of existing devices or processes or the development of new approaches.
- Apply the technology (CADD) and engineering design process.
  - Refine design solutions to address criteria and constraints.
  - Evaluate strengths and weaknesses of different design solutions.
  - Improve essential skills necessary to successfully design using Excel decision matrix.
- Apply knowledge and skills learned in science, mathematics, language arts, fine arts, and social studies classes when completing engineering and technology-based assignments.
- Explore engineering and technology related careers.
- Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

*At the end of PLTW Automation and Robotics unit, students will be able to:*

- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- Develop, test and refine mechanical prototypes as part of a cyclical design process.
- Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

*At the end of Architecture unit, students will be able to:*

- Apply knowledge and skills learned in science, mathematics, language arts, fine arts, and social studies classes when completing engineering and technology-based assignments



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such as exploring Envisioneer CADD software to design functional living spaces applying concepts from architectural design.

- Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions in the field of architecture.
- Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

### **Family and Consumer Science (FACS)**

#### Nutrition and Wellness

*Students will be able to:*

- Follow basic recipe to successfully create food product in lab
- Prepare and store food safely to prevent illness
- Demonstrate kitchen safety to prevent accidents
- Demonstrate understanding of reading a recipe which includes abbreviations and kitchen terminology
- Demonstrate procedure for kitchen sanitation – cleaning and food storage

#### Textiles

*Students will be able to:*

- Apply knowledge of textile care to demonstrate ability to read a care label and launder properly
- Demonstrate the ability to repair clothing with basic stitches and button repair
- Demonstrate ability to care for clothing – stain removal, laundering, storage

#### Child Development

*Students will be able to:*

- List and describe the developmental milestones that children progress through from birth through adolescence
- Describe the qualities of a safe environment for children.
- Describe the function and role of a babysitter
- Describe how to respond to common emergencies with care and responsibility towards self and children

### **Robotics**

#### 7<sup>th</sup> grade: Introduction to Robotics

- Use basic block-based coding constructs to produce a specified outcome.
- Interpret and modify technical building schematics to complete a given task.
- Collaborate effectively with peers to solve a defined problem.

#### 8<sup>th</sup> grade: Advanced Robotics

- Define a desired outcome and develop potential solutions using coding.
- Define a desired outcome and develop potential solutions using physical engineering techniques.
- Collaborate effectively with others to identify and implement solutions.



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## **Science:**

### **Life Science & Scientific Practices (7<sup>th</sup> Grade)**

*Students will be able to:*

- Apply the Metric System
  - Accurately measure, calculate, and convert values using the metric system, and appropriately select units for scientific investigations and data analysis.
- Understand and Use the Scientific Method
  - Design, conduct, and communicate scientific investigations by applying the scientific method, including forming testable questions, developing hypotheses, identifying variables, collecting, analyzing data, and drawing evidence-based conclusions.
- Compare and Contrast the Six Kingdoms of Life
  - Analyze and compare the defining characteristics of the six kingdoms of life, including cellular structure, mode of nutrition, reproduction, and level of organization.
- Understand Disease Transmission and Prevention
  - Explain how infectious diseases are transmitted and distinguish between the roles of vaccines and antibiotics in disease prevention and treatment.
- Understand Cell Structure and Function
  - Identify major cell structures and describe how the functions of organelles contribute to the survival and specialization of plant and animal cells.
- Understand Heredity and Trait Inheritance
  - Explain how traits are passed from parents to offspring through genetic inheritance, including the roles of genes, alleles, and patterns of inheritance.

### **Physical Science (8<sup>th</sup> Grade)**

*Students will be able to:*

- Understand and Apply Properties of Matter
  - Define and apply mass, volume, length in depth to the property of density. Compare the effects of density in objects to others and how that relationship helps determine the buoyant force on objects. Further connect this to the difference between chemical and physical properties.
- Understand How Heat Affects Matter
  - Explain the difference between kinetic and potential energy, and what is happening at a molecular level to objects when heat is added or removed.



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Compare similar but different terms such as heat, thermal energy, and temperature.

- Grasp the Basic Concept of the Atom and its Structure
  - Identify the major milestones in the creation of the atomic theory and learn the structure of the atom, its subatomic particles, and their respective charges.
- Learn How to Read and Use the Periodic Table of Elements
  - Identify the trends present in the periodic table, as well as what the quantitative data each square represents. Discuss the historical changes to the table and why it was originally different.
- Understand How Electrons Affect How Elements & Molecules Interact
  - Explain how the electrons position themselves around the nucleus of an atom, understanding they are at energy levels, and that the outermost shell is responsible for chemical bonding. Extend this understanding to how different types of bonds are formed.
- Gain An Understanding of the Fundamental Concepts of Electricity
  - Identify the differences between static and current electricity. Using this, apply that knowledge to circuits and understand how electricity is harnessed in our day to day lives.
- Grasp the Scientific Concepts of Kinematics, the Forces that Affect Them, and the Scientific Laws That Govern Them
  - Explain how terms of motion like speed, velocity, acceleration, & momentum apply to real world examples and how each differs from the other. Be able to calculate basic math examples of those concepts. Apply these concepts to Newton's Three Laws of Motion. Focus on how the forces of friction and gravity affect the concepts of Kinematics.
- Identify the Advantages and Applications of Simple Machines
  - Name the six different simple machines and understand how they affect the amount of work being done. Identify the terms work and power and apply them to real world problems.

### **Social Studies:**

**7<sup>th</sup> grade**

*I can...*

- Understand and apply basic map skills.
- Identify continents, oceans, equator, and Prime Meridian.



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- Describe the different types of government and be able to identify and apply them to different real-world examples.
- Describe the different types of economies and systems and be able to identify and apply them to different real-world examples.
- Apply economic concepts like supply and demand and factors of production to real-world situations.
- Identify the traits of civilizations. Explain how they developed in each of the early river valley civilizations.
- Give examples of major contributions for each major civilization, empire, or nation.
- Explain beliefs about religion, the afterlife, and societal structure in ancient civilizations.
- Describe the historical origins, beliefs, and spread of major religions.
- Explore the common thread between all the religions and their beliefs about morality.
- Analyze the effects of imperialism and colonialism on different regions of the Eastern Hemisphere.
- Explain how ideas, religions, and inventions spread throughout the world.
- Develop non-fiction reading skills including development of vocabulary related to history and the world.
- Support arguments with evidence.
- Identify primary and secondary sources.

### **8<sup>th</sup> grade**

*I can...*

- Determine causation of historical events and interpret their long-term impacts.
- Develop arguments and support them with specific, reasoned evidence from both primary and secondary sources.
- Analyze sources to determine meaning and purpose to recognize point of view (distinguishing between facts, opinions, and reasoned judgement).
- Analyze a variety of sources (charts, maps, primary sources, etc.) independently.
- Use content appropriate vocabulary in their writing and discussions of historical events and issues.

### **Visual Arts:**

- Knowledge and application of Elements and Principles of Art.
- Plan, conceptualize, organize and develop artistic ideas and work to completion.
- Collaborate with constructive feedback during critiques.
- Interpret intent and meaning in artistic work.
- Relate artistic ideas and works to knowledge, personal experiences, societal, cultural, and historical context to deepen understanding.



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## **Wellness:**

### **Wellness 7 & 8**

#### Health Literacy & Decision Making

- Comprehending health concepts (physical, mental, social).
- Analyzing information to make reasoned judgments about health.
- Evaluating the impact of personal choices on well-being.

#### Social-Emotional Learning (SEL)

- Self-Awareness: Recognizing emotions, values, and strengths.
- Self-Management: Managing stress, emotions, and behaviors.
- Relationship Skills: Using effective communication (listening, refusal, conflict resolution).
- Social Awareness: Empathizing and understanding diverse perspectives.

#### Disease Prevention & Safety

- Understanding healthy behaviors to prevent illness and injury (sleep, hygiene).
- Knowing about substance abuse prevention and reproductive health.
- Practicing personal safety and injury prevention.

#### Nutrition & Physical Activity

- Understanding components of a healthy diet.
- Demonstrating skills for a healthy level of physical activity and fitness.

#### Healthy Relationships & Communication

- Using refusal skills and setting boundaries.
- Communicating with kindness and compassion.
- Seeking and offering help.

## **World Language:**

### **Communication**

*I can...*

- Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.
- Identify memorized or familiar words when they are supported by visuals in informational and/or fictional texts (in written texts).
- Understand memorized or familiar words when they are supported by gestures or visuals in conversation (in conversations and discussions).
- Introduce myself and express my likes and dislikes

### **Culture**

*I can...*

- Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
- Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar and everyday situations.



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- Identify some typical products related to familiar everyday life in my own and other cultures.
- Identify some typical practices related to familiar everyday life in my own and other cultures.

### **Connections**

*I can...*

- Access and evaluate basic information and perspectives that are available through the target language and its cultures with guidance and support from the teacher
- Connect content from other disciplines to the target language.

### **Comparisons**

*I can...*

- Identify differences and similarities between my community and cultures of the target language.
- Recognize the differences and similarities between my native language and through my learning of the target language.

### **Communities**

*I can...*

- Set goals for the progress I intend to achieve during the term.