

RJH Essential Learnings

February 2026

7th Grade English:

I can:

- Analyze how a theme or central idea is developed in a work of literature.
- Provide a detailed summary of a work of literature that supports my analysis of the theme or central idea.
- Identify what is explicitly stated in a text.
- Make inferences based on textual evidence.
- Identify and quote passages from a text to support my response.
- Cite several pieces of textual evidence to support my inferences.
- Identify the central idea of a nonfiction text.
- Determine how the central ideas develop over the course of a nonfiction text.
- Write a detailed, objective summary of a nonfiction text.

7th Grade Social Studies:

I can:

- Identify the traits of a civilization.
- Explain how civilization developed in each of the early river valley civilizations.
- Give examples of the major contributions of each civilization, empire, or nation.
- Describe the historical origins, beliefs, and spread of major religions.
- Explain how climate affects the lives of people in different regions.
- Understand and interpret a variety of maps.
- Analyze the effects of imperialism and colonialism on different regions of the Eastern Hemisphere.
- Give examples of different types of government and economic systems and explain how they impact citizen's lives.
- Understand current events within a larger historical context.

7th Grade Science:

Science Process:

I can:

- Measure correctly
- Start to question reports based on small amounts of data or biased research
- Write a detailed procedure that others can follow
- Write in a technical format

Classification:

I can:

- Recognize the characteristics of Biotic Things

- Recognize organisms in each of the 6 Kingdoms
- Understand that scientific classification is continually changing as new discoveries are made.

Cells:

I can:

- Differentiate between plants and animals
- Identify cell structures and functions
- Explain steps of cell division
- Use a microscope to observe cells and their structure

Genetics and DNA:

I can:

- Construct a Punnett Square with alleles correctly
- Start to question reports based on small amounts of data or biased research
- Understand patterns of inheritance
- Understand the implications of genetic engineering
- Understand the positive and negative effects of mutations.

7th Grade Math:

I can:

- Add, subtract, multiply, and divide positive and negative integers and use them to solve real-world problems.
- Create equivalent algebraic expressions by using the distributive property and combining like terms.
- Solve two-step equations and inequalities and use them to represent real-world problems.
- Create and interpret graphs, tables, and equations of proportional relationships.
- Set up and solve proportions, including problems involving percentages and measurement conversions.
- Calculate area and circumference of circles.
- Calculate probability of a chance event and use it to make predictions.

8th Grade English:

Reading Literature/Reading Non-fiction

I can:

- Cite textual evidence that most strongly supports my analysis and inferences of a text.
- Analyze the development of a theme or central idea over the course of a text.
- Provide an objective summary of the story that supports the analysis of the theme or central idea.
- Provide an objective summary of the nonfiction text.

Writing

I can:

- Write arguments with a claim and organize evidence logically.
- Support claims with logical reasoning and relevant evidence, using accurate, credible sources.
- Write narratives that engage the reader, organize an event sequence, and use techniques such as dialogue, pacing, description, and reflection.
- Apply the writing process to plan, develop, draft, edit, and publish writing.

8th Grade Social Studies

I can:

- Determine causation of historical events and interpret their long-term impacts.
- Develop non-plagiarized arguments and support them with specific, reasoned evidence from both primary and secondary sources. My arguments are well-developed, organized, and cite sources clearly and effectively.
- Analyze sources and nonfiction texts to determine meaning and purpose to recognize point of view (distinguishing between facts, opinions, and reasoned judgement).
- Accurately analyze a variety of sources (charts, maps, primary sources, etc.).

8th Grade Science:

Chemistry

I can:

- Describe and apply thermal energy transfer
- Draw diagrams to show the structure of an atom and the differences between atoms, elements, molecules and compounds.
- Identify elements and atomic structure based on location on the periodic table as well as predict how they will combine to form ionic compounds.
- Identify the differences between chemical and physical changes and prove that atoms can combine or rearrange to form new substances without creating or destroying matter.

Physics

I can:

- Design and build a multistep machine that uses and demonstrates Newton's 1st, 2nd, and 3rd Laws.
- Calculate speed, acceleration, force and momentum
- Apply simple machines to real world situations
- Through experiences in lab

I can:

- Develop and use models and tools.
- Construct and perform investigations.
- Analyze and interpret data.
- Use math and computational thinking.
- Obtain, evaluate, and communicate information.

8th Grade Math / 7th Grade Advanced Math:

I can:

- Solve one- and two-step equations and inequalities with rational number coefficients.
- Solve and generate multi-step linear equations in which they will have to use the distributive property and combine like terms that produce one solution, infinitely many solutions, or no solution.
- Represent real-world problems using linear equations and inequalities in one variable
- Construct and describe a function that models a linear or nonlinear relationship between two quantities when given a verbal description, a table of values, or a graph.
- Recognize in $y=mx+b$ that m is the slope, and b is the y -intercept of the graph; furthermore, describe the meaning of each in the context of the problem
- Construct and interpret scatter plots and plot a straight line that best models the linear association between two quantitative variables.
- Create and use equations (in slope-intercept form) that model linear relationships to make predictions about real-world situations.
- Solve real-world problems involving the volume of cones, spheres, and pyramids; furthermore, the surface area of spheres.
- Apply the Pythagorean Theorem to determine unknown side lengths of right triangles and find the distance between two points in a coordinate plane.
- Compare irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
- Solve real-world problems with rational numbers that include multiple operations.

Honors Algebra:

I can:

- Represent quantities, patterns, and relationships algebraically.
- Use a variety of strategies to solve equations and inequalities that represent real world applications and understand equivalent representations.
- Use functions to model situations and solve problems.
- Model situations and solve problems using linear equations in various forms.
- Use systems of linear equations and inequalities to model situations and solve problems
- Use exponent properties to perform operations on very large and very small numbers.
- Identify characteristics that make a relationship exponential and explore growth and decay.
- Add, subtract, and multiply polynomials.
- Factor polynomials.
- Solve and represent real world situation using quadratic and functions.
- Make predictions based on various representations of data

Geometry:

I can:

- Use inductive and deductive reasoning to solve problems
- Write a geometric proof in multiple formats using logical reasoning
- Understand properties of parallel and perpendicular lines
- Solve problems with congruent and similar triangles
- Show that the intersections of segment and angle bisectors form special relationships within a triangle
- Classify rigid motions
- Identify and classify quadrilaterals
- Solve problems using Pythagorean Theorem and right triangle trigonometry
- Understand the properties of circles
- Use three dimensional models

Wellness

Physical Health: Students will learn, research, and evaluate how to be better informed of to make healthier decisions to live a healthier lifestyle

Mental / Emotional Health: Students will be equipped with strategies for self-regulation and mental health promotion while ensuring access to mental health services.

Social Health: Students will be exposed to various learning opportunities through group instruction, self-paced lessons, group projects, and instructional scenarios to evaluate, assess, and improve their current level of social health.

Computer Foundations Essential Skills

I can:

- Explain how generative AI models work and evaluate their outputs based on accuracy, clarity, and ethical considerations.
- Design and implement programs in Python using functions, loops, conditionals, and abstraction to solve structured problems.
- Use computational thinking strategies such as decomposition and pattern recognition to solve problems and analyze AI behavior.
- Describe how hardware and software components interact to input, store, process, and output information in computing systems.
- Explain how data moves across networks and the Internet, and analyze how AI improves reliability, accessibility, and user experience online.
- Identify and evaluate common cybersecurity threats and apply strategies like encryption and authentication to protect information.
- Analyze the social, ethical, and privacy implications of computing innovations and AI systems, especially regarding data use and decision-making.
- Interpret how AI systems use data to recognize patterns, make predictions, and influence real-world outcomes.

- Reflect on the role of personal identity and values in shaping how students use, critique, and create with computing and AI tools.

Business and Information Technology:

I can:

- Demonstrate functional understanding of technology concepts, systems, and their interactivity.
- Use hardware and software components and understand the use of input and output devices.
- Use technology as a tool to enhance learning and creativity and to increase productivity in developing their projects.
- Gather, evaluate, use, and cite information from computer technology sources.
- Integrate technology in a social, legal, ethical, and safe manner to be lifelong digital citizens.
- Analyze personal characteristics using Naviance program to create a personal profile and explore careers.
- Apply critical and creative thinking to make decisions, create flexible career plans, and solve problems, to succeed in their secondary and college education, as well as in their careers and life.
- Demonstrate personal skills and employability needed for success in school, life and career.
- Demonstrate management of individual and family finances by applying reliable information and systematic decision-making.
- Analyze how education, income, career, and life choices relate to achieving financial goals.
- Manage money effectively by developing financial goals and budgets.
- Manage credit and debt to remain both creditworthy and financially secure.
- Analyze the features of insurance, its role in balancing risk, and benefits in financial planning.
- Analyze saving and investing for short-term needs and building long-term financial security and wealth.
- Apply concepts of effective business communications to their interpersonal relationships and to their academic, as well as professional, documents and correspondence.

Family and Consumer Science:

Nutrition and Wellness

I can:

- 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

I can:

- 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

I can:

- 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

Band:

I can:

- 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}

Choir:

Reading Music

I can:

- 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
- Navigate a musical score through successful interpretation of musical direction markings
- Interpret how music will be performed through correctly identifying musical performance vocabulary

Performing Music

I can:

- 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

Interpreting Music

I can:

- Read and perform music within the context of various musical keys and scales
 - C/F/G Major, D minor
 - Major/minor scales
- 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

Evaluating Music

I can:

- 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:

Reading Music

I can:

- 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.

Performing Music

I can:

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

Interpreting Music

I can:

- 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

Evaluating Music

I can:

- 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:

Performing Music

I can:

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

Reading Music

I can:

- 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.

Interpreting/Listening to Music

I can:

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

Evaluating Music

I can:

- 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.

Art (7th and 8th Grade):

I can:

- Generate & Develop Artistic Ideas
 - Use brainstorming, observation, and experimentation to generate original art.
 - Explore multiple design ideas by generating appropriate searches online before selecting the best approach for a final artwork.
- Apply Artistic Techniques, Skills, & Processes
 - Use media specific techniques (e.g. drawing, painting, sculpture) to create purposeful artwork.
 - Refine skills through planning, practice, revision, and feedback.
- Communicate Meaning Through Art
 - Create artworks that communicate a message, theme, idea, or personal viewpoint
 - Explain personal artistic choices, including technique, symbolism, and composition.

- Interpret & Analyze Artistic Work
 - Analyze the elements of art and principles of design in personal artwork and the work of others.
 - Interpret artistic meaning, using visual evidence to support ideas.
- Connect Art to Cultures, History & Personal Experience
 - Explain how art reflects cultural, social, or historical contexts.
 - Make connections between artwork and personal experiences, identity, and community.
- Engage in Creative Problem Solving
 - Use the creative process (plan → create → reflect → revise) to solve artistic challenges.
 - Respond to unexpected outcomes by adapting techniques or ideas.
- Participate in Critique & Artistic Reflection
 - Give and receive constructive artistic feedback, using discipline-specific vocabulary
 - Reflect on progress and set goals to improve artistic skills and thinking.

Composition 7:

Informative

I can:

- Introduce a topic clearly
- Support my topic
- Use transitions in a paragraph
- Use specific vocabulary
- Provide a clear concluding statement

Research

I can:

- Formulate a research question
- Use multiple sources as evidence
- Quote or paraphrase
- Recognize and avoid plagiarism.
- Present my information using different formats

Narrative

I can:

- Introduce the narrator, characters and point of view
- Organize a story with a beginning, middle, and end
- Establish conflict
- Incorporate dialogue
- Provide action and events

Argument

I can:

- Introduce a claim
- Support my claim with evidence

Grammar

I can:

- Use simple, compound, and complex sentences
- Recognize phrases and clauses
- Recognize subject/verb agreement
- Use commas effectively

Composition 8

Informative

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

Narrative

I can:

- 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

Research / Argumentative

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
- 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.

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.

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.
- 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.

Intro To Robotics

Computational Thinking & Coding

I can:

- Use block-based programming to control motors, sensors, and displays
- Apply sequencing, loops, conditionals, and variables
- Debug programs using trial and error.
- Explain what their code is doing and why it works

Engineering Design Process

I can:

- Plan, build, test, and improve a robot design
- Identify failures and iterate instead of restarting
- Balance time, materials, and performance

Robotics Hardware Understanding

I can:

- Identify and properly **use motors, sensors, and hubs**
- Explain how different sensors (distance, color, force, gyro) affect robot behavior
- Demonstrate proper care and handling of equipment

Problem Solving & Critical Thinking

I can:

- Break large challenges **into smaller, solvable steps**
- Analyze why a solution failed and propose fixes

Collaboration & Communication

I can:

- Work in teams with defined roles (builder, coder)
- Communicate ideas and problems clearly
- Resolve disagreements using evidence and testing

Creativity & Innovation

I can:

- Modify base designs to improve performance
- Create original solutions within constraints
- Apply learned skills to new challenges without step-by-step directions

Digital Citizenship & Responsible Technology Use

I can:

- Use technology responsibly and respectfully
- Understand the role of **human thinking vs. automation**

Advanced Robotics – Lego Spike Prime (Core + Expansion Set)

Advanced Computational Thinking & Coding

I can:

- Design **modular programs** using block-based coding with variables, nested loops, and conditionals
- Use **sensor fusion** (multiple sensors working together) to make autonomous decisions
- Implement **event-based and feedback-driven programming** (e.g., sensor thresholds, loops that self-correct)
- Debug efficiently by isolating logic errors, mechanical issues, and sensor inaccuracies
- Clearly explain how their code works and **justify programming choices**

Advanced focus: Efficiency, reliability, and readability of code

Engineering Design & Iteration

I can:

- Apply the **engineering design process** independently with minimal guidance
- Design, test, and refine robots for **specific constraints** (speed, accuracy, stability, payload, space)
- Use **failure analysis** to guide targeted improvements rather than rebuilding
- Evaluate trade-offs between **mechanical complexity, performance, and durability**

Advanced focus: Intentional design choices and optimization

Advanced Robotics Hardware & Mechanisms

I can:

- Design and build **complex mechanisms** using expansion set components (gears, linkages, attachments)
- Select appropriate **gear ratios** to optimize torque, speed, and control
- Integrate multiple motors and sensors into coordinated systems
- Analyze how mechanical design impacts software performance
- Demonstrate professional-level care, organization, and troubleshooting of robotics equipment

Advanced focus: Mechanics and code working as a system

Complex Problem Solving & Systems Thinking

I can:

- Decompose open-ended challenges into **testable subsystems**
- Predict robot behavior based on code, mechanics, and sensor input
- Diagnose failures by distinguishing between **software, hardware, and design flaws**
- Compare multiple solutions and **defend design decisions using data and testing results**

Advanced focus: Systems-level reasoning instead of trial-and-error

Professional Collaboration & Technical Communication

I can:

- Work effectively in teams with **rotating technical roles** (mechanical lead, programming lead, tester)
- Use technical vocabulary to communicate problems and solutions
- Resolve disagreements through **testing, evidence, and iteration**, not opinion
- Present designs clearly, explaining **constraints, iterations, and final outcomes**

Advanced focus: Engineering-style teamwork and communication

Data, Measurement & Performance Optimization

I can:

- Use precise measurements (degrees, rotations, time, distance, sensor values) consistently
- Collect and analyze performance data across multiple test runs
- Use data to **optimize accuracy, efficiency, and repeatability**
- Adjust code and mechanical design based on measurable results

Advanced focus: Data-driven decision making

Creativity, Innovation & Independent Application

I can:

- Design original robotic solutions without step-by-step instructions
- Modify and improve base designs to meet evolving challenges
- Apply learned concepts to **new, unfamiliar problems**
- Balance creativity with real-world constraints such as materials, time, and reliability

Advanced focus: Transfer of learning to novel situations

Digital Citizenship & Responsible Use of Automation

I can:

- Use robotics technology responsibly, safely, and ethically
- Reflect on the balance between **automation and human decision-making**
- Discuss the limitations of automated systems and the importance of human oversight
- Demonstrate respectful and appropriate behavior when working with shared technology

Advanced focus: Understanding the role of humans in automated systems