

HARLAN COUNTY SCHOOLS  
PRIMARY 1 LEVEL EXIT CRITERIA

Primary 1 (Kindergarten) Yr: \_\_\_\_\_ - \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student.)

1. Apply abilities in language arts.
  - A. Think clearly and solve problems about language (classify, decide, solve, compare).
  - B. Talk and write clearly about language (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
2. Be able to read, write, speak, and listen for many purposes.
  - A. Be able to listen to and enjoy literature (rhyme, fairy tale, story).
  - B. Be able to use mass media (newspapers, radio, television, CD-ROM).
  - C. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, and explain a process).
  - D. Possess technical skills:
    1. listen/dictate/write/present: instruction, chart, thank-you letter, report, summary, persuasive pieces (editorials, articles, speeches, letters).
    2. Technology: word processing, Internet, AV production
  - E. Be able to use specialized vocabulary from all subject areas.

**Content Standards**

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (A.E. 1.1-1.4, 1.11 – 1.12, 5.1 – 6.3)**

READING

\_\_\_\_ Open Response with Rubric

Reading Skills

- \_\_\_\_ Sight Word Recognition Skills
- \_\_\_\_ recites alphabet
- \_\_\_\_ match upper & lower case letters
- \_\_\_\_ discriminate alike/different in forms
- \_\_\_\_ discriminate alike/different in letters
- \_\_\_\_ discriminate alike/different in words
- \_\_\_\_ identify upper/lower case letters (alphabetically & randomly)
- \_\_\_\_ recognize & write first name and last name
- \_\_\_\_ associate picture to word for meaning and clarity
- \_\_\_\_ identify colors and color words

Phonetic Analysis

- \_\_\_\_ reproduce/pronounce words
- \_\_\_\_ discriminate beginning & ending sounds
- \_\_\_\_ identify beginning sounds
- \_\_\_\_ identify spoken rhyming words

Information

- \_\_\_\_ follow oral directions
- \_\_\_\_ interpret pictures
- \_\_\_\_ identify spoken opposites
- \_\_\_\_ look at the speaker
- \_\_\_\_ be quiet when someone is speaking
- \_\_\_\_ listen without distracting others
- \_\_\_\_ listen & follow directions

\_\_\_\_ ask & answer questions about important details in complete thoughts

\_\_\_\_ recognize & respond to rhythmic & patterned reading materials

Literature

- \_\_\_\_ listen to a story, rhymes and fairy tales for details
- \_\_\_\_ retell a story with the beginning, middle end
- \_\_\_\_ illustrate or label pictures, drawings or stories
- \_\_\_\_ identify audience & purpose in a drawing
- \_\_\_\_ recite a rhyme with group or byself
- \_\_\_\_ discriminate between fact & fantasy
- \_\_\_\_ tell how a story relates to real life

Practical/Workplace

- \_\_\_\_ demonstrate understanding or spatial concepts
- \_\_\_\_ demonstrate understanding of sequence
- \_\_\_\_ demonstrate left to right directionality
- \_\_\_\_ demonstrate understanding of top & bottom
- \_\_\_\_ recognize front & back of book

WRITING

- \_\_\_\_ express thoughts/ideas through verbal and/or symbolic representation and know when finished
- \_\_\_\_ recognize pencil/paper position
- \_\_\_\_ recognize left to right and top to bottom progression

Writing Products

- Portfolio: Dictate
- \_\_\_\_ short story
- \_\_\_\_ summary of information from a content area lesson
- \_\_\_\_ short personal narrative
- Grammar
- \_\_\_\_ express ideas orally
- \_\_\_\_ speak using complete sentences
- \_\_\_\_ discriminate between telling and asking sentences
- \_\_\_\_ speak using correct grammar

Spelling

\_\_\_\_ write letter when given sound of letter

Penmanship

- \_\_\_\_ hold pencil correctly
- \_\_\_\_ trace
- \_\_\_\_ form letters correctly
- \_\_\_\_ write first name and last name
- \_\_\_\_ print capital letters
- \_\_\_\_ print lower case letters

Speech

- \_\_\_\_ verbally share ideas and feelings
- \_\_\_\_ answer & ask questions in complete thoughts
- \_\_\_\_ tell ideas in sequence & know when your finished
- \_\_\_\_ speak loud enough to be heard but not too loud
- \_\_\_\_ wait your turn to talk, do not distract others, & look at others when they are talking

**MATH EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in math.
  - A. Think clearly and solve problems in math (classify, decide, estimate, solve, compare, sort).
  - B. Talk and dictate clearly about math (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans and use them (brainstorm, research, plan, organize, complete the task).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
  - E. Be able to use appropriate mathematical vocabulary.
2. Be able to apply math knowledge and skills to a variety of purposes.
  - A. Be able to use math to solve problems in a step-by-step manner.
  - B. Be able to conduct research (locate, observe/gather, present).
  - C. Be able to sort, pattern, graph, measure (non-standard units), and use manipulatives, calendars (know days of week), money (name coins), clock (morning/evening, day/night).

Primary 1 (Kindergarten) Yr. \_\_\_\_\_ - Student \_\_\_\_\_ Teacher \_\_\_\_\_

**MATH (A.E. 1.5 – 1.9, 2.7 – 2.13, 5.1 – 6.3)**

- \_\_\_\_\_ Open Response with Rubric
- Number/Computation
- \_\_\_\_\_ match numbers to objects 0 through 20
- \_\_\_\_\_ count to 20
- \_\_\_\_\_ count backwards from 10
- \_\_\_\_\_ subtract concrete objects from group
- \_\_\_\_\_ add concrete objects to group
- \_\_\_\_\_ identify numerals 0 through 20
- \_\_\_\_\_ write numbers 0 through 20
- \_\_\_\_\_ recognize repeated patterns in numbers from 0 – 20
- \_\_\_\_\_ identify ordinal numbers and position (1<sup>st</sup> – 5<sup>th</sup>)
- Geometry/Measurement
- \_\_\_\_\_ identify coins: penny, nickel, dime, quarter

- \_\_\_\_\_ sort objects into categories/colors
- \_\_\_\_\_ tell time to the hour
- \_\_\_\_\_ identify objects: circle, square, triangle, rectangle
- \_\_\_\_\_ demonstrate understanding of calendar: days, weeks, months
- \_\_\_\_\_ locate objects in specified positions (top, bottom, middle, left, right).
- \_\_\_\_\_ use words for size & position (more/less, most/least, few/many, big/little, heavy/light, thick/thin, over/under, above/below, top/bottom, etc.)
- \_\_\_\_\_ demonstrate concepts: largest, smallest, same, longest, shortest, more, less
- \_\_\_\_\_ use non-standard units to measure

- Probability/Statistics
- \_\_\_\_\_ develop simple understanding of bar graphs
- \_\_\_\_\_ estimate quantities of objects 0 to 20
- \_\_\_\_\_ read a simple pictograph
- \_\_\_\_\_ read a simple bar graph
- Algebraic Ideas
- \_\_\_\_\_ demonstrate a simple understanding of patterns
- \_\_\_\_\_ predict what comes next in a pattern
- \_\_\_\_\_ copy pattern from picture or model
- \_\_\_\_\_ add to patterns
- \_\_\_\_\_ make own pattern

**SCIENCE EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of abilities standards should be at the **developmentally appropriate level** of the students.)

- Develop abilities in science.
  - Think clearly and solve problems about science (classify, decide, estimate, solve, compare).
  - Talk clearly about science (present, persuade, collaborate, explain, recommend).
  - Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - Use the quality process (plan, draft, analyze, and revise when producing products).
- Be able to apply science knowledge and skills to a variety of purposes.
  - Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusion).
  - Be able to conduct research (field research, library research, experimentation).
  - Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
  - Know how to preserve the earth (reuse, reduce, recycle, refuse).
  - Possess technical skills
    - listen/dictate/graph
    - technology word processing, Internet, AV production

**SCIENCE/HEALTH (A.E. 1.10, 2.1-2.6, 5.1-6.3)**

- \_\_\_\_\_ Open Response with Rubric
- Health/Life Science
- \_\_\_\_\_ identify body parts
- \_\_\_\_\_ demonstrate basic understanding of living & non-living
- Physical Science
- \_\_\_\_\_ classify objects by texture, size, shape, color

- \_\_\_\_\_ identify opposites (light/dark, loud/soft)
- \_\_\_\_\_ classify objects (heavy/light, tall/short)
- \_\_\_\_\_ identify/know common plants, (trees, flowers, grass, native plants, special interest) where they grow, & how to care for plants
- \_\_\_\_\_ identify/know common animals (farm, zoo, local, & special interest), where they live, how they move (walk, crawl, etc.) & that they look like their parents

- Earth & Space Science
- \_\_\_\_\_ recognize daily weather conditions
- \_\_\_\_\_ know air is all around us
- \_\_\_\_\_ know that Earth is made up of land & water
- \_\_\_\_\_ name the 4 seasons & their characteristics

**SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student).

- Develop abilities in social studies.
  - Think clearly and solve problems about social studies (classify, observe, decide, estimate, solve, compare).
  - Talk about social studies (present, persuade, collaborate, explain, recommend and narrate) using appropriate vocabulary.
  - Make careful plans and use them (brainstorm, envision, research, plan, persist).
  - Use the quality process (plan, draft, analyze, and revise when producing products).
- Be able to apply social studies knowledge and skills to a variety of purposes.
  - Be able to conduct and present research (locate/observe/gather information).
  - Be able to relate social studies to your life.
    - view life from other perspectives and others' point of vies.
    - Explain the effects important inventions, events, people, and moments have on you.
    - Think about other people and other places to solve problems and make decisions.
    - Relate current events to your life (be able to talk about current events).
  - Possess technical skills
    - listen/dictate/write/present instructions, chart, thank you letter, letter of request.
    - technology word processing, Internet.

**SOCIAL STUDIES (A.E. 2.14-2.21, 2.29, 2.32, 3.1-4.6, 5.1 – 6.3)**

- \_\_\_\_\_ Open Response with Rubric
- Culture and Society
- \_\_\_\_\_ know age & birthday
- \_\_\_\_\_ know what it is like where you live (urban, rural & community)
- \_\_\_\_\_ know address
- \_\_\_\_\_ know emergency phone numbers
- \_\_\_\_\_ identify careers & community helpers

- \_\_\_\_\_ talk about the meaning of family & know what is important to family
- \_\_\_\_\_ describe family groups & relationships
- \_\_\_\_\_ talk about why families move
- Geography
- \_\_\_\_\_ recognize up, down, left, right, top, bottom, above, below, near, far
- Government and Civics
- \_\_\_\_\_ demonstrate knowledge of holidays & traditions
- \_\_\_\_\_ use appropriate classroom behavior

- \_\_\_\_\_ use good manners (please, thank you, take turns)
- \_\_\_\_\_ respect the rights of others, peers, & property
- \_\_\_\_\_ know the American flag & how we show respect for it (patriotic song: "America")
- \_\_\_\_\_ know the Pledge of Allegiance
- History
- \_\_\_\_\_ distinguish yesterday, today, tomorrow
- \_\_\_\_\_ know how others lived I the past & what was important to them

Primary 1 (Kindergarten) Yr. \_\_\_\_\_ - \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_

\_\_\_\_ identify historical figures (i.e. George Washington, Martin Luther King Jr.)

**ARTS AND HUMANITIES**

**PHYSICAL EDUCATION/DANCE (A.E.**

**1.7, 1.15, 2.22-2.26, 2.31, 2.33-2.35, 3.2)**

\_\_\_\_ Open Response with Rubric

Understand Shapes

\_\_\_\_ circle

\_\_\_\_ line

\_\_\_\_ square

Understands Directions

\_\_\_\_ right

\_\_\_\_ left

\_\_\_\_ forward

\_\_\_\_ backward

Personal Wellness

\_\_\_\_ recognize importance of exercise

\_\_\_\_ perform simple stretching exercise

\_\_\_\_ perform simple strengthening exercise

\_\_\_\_ feel and hear heartbeat

Psychomotor Skills

Perform locomotor actions

\_\_\_\_ walk

\_\_\_\_ run

\_\_\_\_ hop on one foot

\_\_\_\_ jump

\_\_\_\_ slide

\_\_\_\_ skip

\_\_\_\_ gallop

Manipulative Skills

Understand difference between

\_\_\_\_ throwing

\_\_\_\_ catching

\_\_\_\_ kicking

Lifetime Activities

Understand cooperative learning with

\_\_\_\_ partner

\_\_\_\_ group

**VISUAL ARTS (A.E. 1.13, 2.22-2.27)**

\_\_\_\_ Open Response with Rubric

\_\_\_\_ Line: identify straight, curved, zig-zag

\_\_\_\_ Shape: identify circle, triangle, rectangle, square

\_\_\_\_ Name: primary, secondary, and neutral colors (red, yellow, blue, orange, green, violet, black, white)

\_\_\_\_ Texture: identify rough and smooth

\_\_\_\_ Pattern: identify simple repeating patterns that repeat shapes & colors

Art Process: Media

\_\_\_\_ identify and illustrate experiences

Example: Pencil draw family enjoying activity together.

\_\_\_\_ cultures and styles: recognize different people make different kinds of art

Art Process: Skill

\_\_\_\_ use scissors correctly

\_\_\_\_ control crayons

**MUSIC (A.E. 2.22, 2.23, 2.24)**

\_\_\_\_ Open Response with Rubric

\_\_\_\_ identify 4 different voices (speaking, whispering, singing, calling)

Rhythm

Teacher \_\_\_\_\_

\_\_\_\_ echo clap rhythm patters

\_\_\_\_ identify long and short sounds

\_\_\_\_ clap to a steady beat

Tempo

\_\_\_\_ identify fast and slow tempos

Dynamics

\_\_\_\_ identify loud and soft

\_\_\_\_ demonstrate loud and soft

Melody

\_\_\_\_ recognize high and low pitches

\_\_\_\_ recognize melodic, up and down movement

Tone Color

\_\_\_\_ recognize voice: male, female, child

**DRAMA (A.E. 2.22, 2.23, 2.24)**

\_\_\_\_ Open Response with Rubric

Dramatic Elements

\_\_\_\_ retell a story orally

\_\_\_\_ pantomime an action with a beginning, middle, & end

Elements of Performance

\_\_\_\_ speak clearly

\_\_\_\_ listen & echo voice expressions

\_\_\_\_ move within character

\_\_\_\_ Needs to complete Kindergarten (P 1) Level skills at the start of the next year which may result in more than four years needed in Primary Program

\_\_\_\_ Needs to review some Kindergarten Level Skills

\_\_\_\_ Is ready to begin First Grade (P 2)

\_\_\_\_ Has begun to master some First Grade skills and needs to continue the First Grade Skills

Year's Summary (\_\_\_\_ - \_\_\_\_)

Guardian's Signature \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date: \_\_\_\_\_

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student.)

1. Apply abilities in language arts.
  - A. Think clearly & solve problems about language (classify, decide, solve, compare).
  - B. Talk & write clearly about language (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans & use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
2. Be able to read, write, speak, & listen for many purposes.
  - A. Be able to listen to & enjoy literature (fiction, nonfiction).
  - B. Be able to use mass media (newspapers, radio, television, Internet, CD-ROM).
  - C. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, & explain a process).
  - D. Be able to produce personal writing (narrative), literary writing (short story), & transactive writing (letter).
  - E. Possess technical skills:
    - i. Listen/dictate/write/present: instructions, chart, thank-you letter, letter of request, proposal, report, summary, persuasive pieces (editorial, articles, speeches, letters).
    - ii. Technology: word processing, Internet, AV production
  - F. Be able to use specialized vocabulary from all subject areas.

**Content Standards**

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (A.E.)  
1.1-1.4, 1.11-1.12, 5.1-6.3)**

**READING**

\_\_\_\_\_ Open Response with Rubric

**Reading Skills**

- \_\_\_\_\_ read/recognize & use sight words
- \_\_\_\_\_ identify initial consonants
- \_\_\_\_\_ identify final consonants
- \_\_\_\_\_ identify short vowels
- \_\_\_\_\_ identify long vowels
- \_\_\_\_\_ identify silent e
- \_\_\_\_\_ identify blends
- \_\_\_\_\_ identify digraphs
- \_\_\_\_\_ identify vowel combinations
- \_\_\_\_\_ identify rhyming words

**Structural Analysis**

- \_\_\_\_\_ recognize compound words
- \_\_\_\_\_ recognize regular plurals

**Comprehension: Word/Passage Meaning**

- \_\_\_\_\_ recognize context clues
- \_\_\_\_\_ recognize antonyms
- \_\_\_\_\_ recognize synonyms
- \_\_\_\_\_ recognize multiple meanings
- \_\_\_\_\_ read orally
- \_\_\_\_\_ read & write simple phonetic words
- \_\_\_\_\_ restate meaning of given words
- \_\_\_\_\_ restate meaning of given sentences
- \_\_\_\_\_ identify left to right directionality

**Information**

- \_\_\_\_\_ identify main idea
- \_\_\_\_\_ identify supporting details
- \_\_\_\_\_ summarize selections
- \_\_\_\_\_ utilize punctuation clues
- \_\_\_\_\_ identify information that provides additional clarity (bold-face print, italics, illustrations, capitalization, punctuation).
- \_\_\_\_\_ categorize & classify
- \_\_\_\_\_ compare & contrast

- \_\_\_\_\_ identify cause & effect
- \_\_\_\_\_ make inferences
- \_\_\_\_\_ draw conclusions
- \_\_\_\_\_ name parts of a book: pages, title, table of content

**Literature**

- \_\_\_\_\_ identify plot: beginning, middle & end of selection
- \_\_\_\_\_ identify setting
- \_\_\_\_\_ identify character traits/actions
- \_\_\_\_\_ distinguish fact/fiction
- \_\_\_\_\_ sit quietly without distracting others, showing attentive listening
- \_\_\_\_\_ asks appropriate questions

**Practical/Workplace**

- \_\_\_\_\_ follow oral directions
- \_\_\_\_\_ demonstrate sequencing
- \_\_\_\_\_ read & follow simple written directions
- \_\_\_\_\_ arrange words in alphabetical order
- \_\_\_\_\_ choose books with appropriate interest & ability level
- \_\_\_\_\_ read aloud smoothly

**WRITING**

**Writing Process**

\_\_\_\_\_ demonstrate writing process steps with assistance: pre-write, write, revise, edit, publish

**Idea Development**

- \_\_\_\_\_ identify the purpose for producing a piece of writing
- \_\_\_\_\_ identify the audience for a piece of writing
- \_\_\_\_\_ sequence ideas
- \_\_\_\_\_ write with meaning
- \_\_\_\_\_ stays on topic

**Sentences**

- \_\_\_\_\_ recognize that words form sentences
- \_\_\_\_\_ write complete, simple sentences
- \_\_\_\_\_ identify asking & telling sentences

**LANGUAGE**

**Grammar**

- \_\_\_\_\_ properly use nouns: singular, plural, proper

- \_\_\_\_\_ properly use verbs: action words, verb endings, simple contractions

**Punctuation**

- \_\_\_\_\_ developing the proper use of periods & question marks
- \_\_\_\_\_ understand exclamation marks
- \_\_\_\_\_ recognize quotation marks, apostrophes, & commas
- \_\_\_\_\_ developing the proper use of capitals: beginning of sentences, proper noun

**Correctness**

- Spelling**
- \_\_\_\_\_ spells assigned words
- \_\_\_\_\_ demonstrate willingness to invent spelling for unknown words
- Penmanship**
- \_\_\_\_\_ write first/last name correctly
- \_\_\_\_\_ use appropriate finger spacing
- \_\_\_\_\_ use appropriate letter/number sizing
- \_\_\_\_\_ write legibly
- \_\_\_\_\_ use correct character formation

**Writing Products**

Portfolio, On-Demand Requirements, & Other Products:

- \_\_\_\_\_ Personal Narrative
- \_\_\_\_\_ Short story/Poem
- \_\_\_\_\_ Persuasive/Informative Pieces
- \_\_\_\_\_ Friendly letter
- \_\_\_\_\_ Thank you note
- \_\_\_\_\_ Journal entries using words, sentences, drawings, & invented spelling

**Speech**

- \_\_\_\_\_ verbally share ideas & feelings
- \_\_\_\_\_ answer & ask questions in complete thoughts
- \_\_\_\_\_ tell ideas in sequence & know when your finished
- \_\_\_\_\_ speak loud enough to be heard but not too loud
- \_\_\_\_\_ wait your turn to talk, do not distract others, & look at others when they are talking

**MATHEMATICS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in math.
  - A. Think clearly & solve problems in math (classify, decide, estimate, solve, compare, sort).
  - B. Talk & dictate clearly about math (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans & use them (brainstorm, research, plan, organize, complete the task).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
  - E. Be able to use appropriate mathematical vocabulary.
2. Be able to apply math knowledge & skills to a variety of purposes.
  - A. Be able to use math to solve problems in a step-by-step manner (collect facts, select operation, complete operations, solve & label solutions).
  - B. Be able to conduct research (locate, observe/gather, present).
  - C. Be able to sort, pattern, graph, measure & use manipulatives, clocks (to half hour), money (count to \$1.00), calendars (length of day, week, month, year), & shapes (square, circle, triangle, rectangle) to solve problems.

**MATH (A.E. 1.5-1.9, 2.7 – 2.13, 5.1-6.3)**

\_\_\_\_ write using math concepts & vocabulary  
 \_\_\_\_ open response with rubric

**Number/Computation**

\_\_\_\_ understand terms: add, plus, how many in all, & plus sign  
 \_\_\_\_ add one digit numbers without regrouping (with & without regrouping (with & without manipulative, vertically & horizontally)  
 \_\_\_\_ understand terms: subtract, minus, how many are left & minus sign  
 \_\_\_\_ subtract one digit numbers without regrouping (with & without manipulative vertically & horizontally)  
 \_\_\_\_ solve 2 digit addition & subtraction problems without regrouping  
 \_\_\_\_ understand place value (ones, tens, & hundreds)  
 \_\_\_\_ match sets with numbers  
 \_\_\_\_ count pictures/objects  
 \_\_\_\_ recognize & write numbers to 100  
 \_\_\_\_ order random numbers from least to greatest  
 \_\_\_\_ count & write by 2's to 100  
 \_\_\_\_ count & write by 5's to 100  
 \_\_\_\_ count & write by 10's to 100

\_\_\_\_ count & write by 25's to 100  
 \_\_\_\_ recognize even & odd numbers  
 \_\_\_\_ relate position to ordinal numbers first to twelfth  
 \_\_\_\_ tell if numbers are greater than, less than or equal  
 \_\_\_\_ develop & solve an addition & subtraction word problem  
 \_\_\_\_ use a number line

**Geometry/Measurement**

\_\_\_\_ classify objects-same/different(congruent), color, shape  
 \_\_\_\_ identify, compare, & construct square, circle, triangle, rectangles, & ovals  
 \_\_\_\_ describe & give examples of geometric figures in terms of shape & number of sides  
 \_\_\_\_ use cent sign & dollar sign  
 \_\_\_\_ identify & write the value of penny, nickel, dime, & quarter  
 \_\_\_\_ identify whole, half, one third & one fourth  
 \_\_\_\_ demonstrate understanding of shortest, longest, & same  
 \_\_\_\_ measure using non-standard units of measure  
 \_\_\_\_ compare lengths of objects using a variety of tools of measurement

\_\_\_\_ use a ruler to find length using inches & centimeters  
 \_\_\_\_ demonstrate understanding of volume  
 \_\_\_\_ demonstrate understanding of more, less & same  
 \_\_\_\_ demonstrate understanding of mass  
 \_\_\_\_ demonstrate understanding of larger, smaller, heavier & lighter  
 \_\_\_\_ tell time to the hour & half hour using a traditional & digital clock  
 \_\_\_\_ recognize a calendar as a form of measuring time  
 \_\_\_\_ use a calendar to solve problems  
 \_\_\_\_ name the days of the week/months of the year  
 \_\_\_\_ demonstrate an understanding of temperature (hot & cold)  
**Probability/Statistics**  
 \_\_\_\_ interpret (a given) simple bar graph  
 \_\_\_\_ illustrate data on a bar, line graph & pictograph with assistance  
**Algebraic Ideas**  
 \_\_\_\_ continue a given pattern with number & shapes  
 \_\_\_\_ create a pattern with numbers & shapes

**SCIENCE EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of abilities standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in science.
  - A. Think clearly & solve problems about science (classify, decide, estimate, solve, compare)./
  - B. Talk about science (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans & use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
2. Be able to apply science knowledge & skills to a variety of purposes.
  - A. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusion).
  - B. Be able to conduct research (field research, library research, experimentation).
  - C. Be able to use scientific equipment (magnifying glass, thermometer) appropriately (safely, effectively, efficiently, accurately).
  - D. Know how to preserve the earth (reuse, reduce, recycle, refuse).
  - E. Possess technical skills
    1. listen/read/dictate/write/present: instructions, chart, report, letter or request, summary.
    2. technology: word processing, Internet, AV production.

**SCIENCE/HEALTH (A.E. 1.10, 2.1-2.6, 5.1 – 6.3)**

\_\_\_\_ open response with rubric  
**Inquiry Skills: with assistance**  
 \_\_\_\_ write using science/health concepts  
 \_\_\_\_ know how to preserve the earth (reuse, reduce, recycle, refuse)  
 \_\_\_\_ conduct simple experiments with assistance  
 \_\_\_\_ use tools appropriately to conduct experiments  
 \_\_\_\_ interpret data accurately  
 \_\_\_\_ summarize data with logical conclusions

**Health/Life Science**

\_\_\_\_ know living/nonliving & characteristics of each( breathing, non breathing, eats, doesn't eat)  
 \_\_\_\_ identify the five senses, their function & importance  
 \_\_\_\_ identify plant parts: stem, leaves, roots, seeds & growth process  
 \_\_\_\_ animal classification  
 \_\_\_\_ know how animals help people

**Earth Science**

\_\_\_\_ relate earth, stars & sun with  
 \_\_\_\_ \*heat & light  
 \_\_\_\_ \*night/day/shadow

**\*rotation**

\_\_\_\_ know the four seasons in order/weather patterns & characteristics  
**Physical Science**  
 \_\_\_\_ understand that all things are made of matter  
 \_\_\_\_ understand that light is needed for sight  
 \_\_\_\_ use simple magnets  
 \_\_\_\_ identify simple machines  
 \_\_\_\_ use simple instruments to demonstrate that weight & length are units of measurement

# **SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in social studies.
  - A. Think clearly & solve problems about social studies (classify, decide, estimate, solve, compare).
  - B. Talk & write clearly about social studies (present, persuade, collaborate, explain recommend & narrate) using appropriate vocabulary.
  - C. Make careful plans & use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
2. Be able to apply social studies knowledge & skills to a variety of purposes.
  - A. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position & explain a process).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives & others' point of views
    - explain the effects important inventions, events, people, & moments have on you.
    - think about other people & other places to solve problems & make decisions.
    - relate current events to your life (be able to talk about current events).
  - C. Possess technical skills
    - listen/read/dictate/write/present instructions, chart, thank you letter, letter of request, proposal, report, summary, persuasive pieces (editorials, articles, speeches, letters).
    - technology: word processing, Internet.

## **SOCIAL STUDIES (A.E.**

### **2.14-2.21, 2.29, 2.32,3.1-4.6, 5.1-6.3)**

\_\_\_ write using social studies concepts & vocabulary

\_\_\_ open response with rubric

#### **Culture & Society**

\_\_\_ describe & understand roles & responsibility of family & members

\_\_\_ understand & identify groups that family belong to (church, clubs, etc.)

\_\_\_ state how other families are like & not like your family

\_\_\_ understand that diverse groups celebrate heritage & culture in a variety of ways

\_\_\_ identify community helpers & the duties they perform

\_\_\_ associate picture with a holiday

\_\_\_ know personal information: full name, address, telephone number

\_\_\_ arrange personal experiences in order

#### **Economics**

\_\_\_ understand concept of want vs. needs

\_\_\_ understand money is a system of exchange

\_\_\_ explain how families earn & spend money

#### **Geography**

\_\_\_ distinguish between/use a globe, a map, & a chart to understand surroundings

\_\_\_ locate where your family lives on maps of your neighborhood/community

\_\_\_ describe how they/family can contribute to the preservation of the environment

#### **Government & Civics**

\_\_\_ demonstrate appropriate classroom citizenship

\_\_\_ identify our country's, state's, & county's name

\_\_\_ identify the flag as an American symbol

\_\_\_ know the Pledge of Allegiance

\_\_\_ know why rules are important

\_\_\_ knows & follows rules of society

\_\_\_ does own share

\_\_\_ respects the rights of others

#### **History**

\_\_\_ understand past, present, future in terms of weeks, months, years

\_\_\_ arrange some historical/personal facts on a timeline

\_\_\_ awareness of historical figures Columbus, Pilgrims, Native Americans, Washington,

Lincoln, Martin Luther King Jr., current President

## **ARTS & HUMANITIES**

### ***PHYSICAL EDUCATION/DANCE (A.E. 1.7, 1.15, 2.22-2.26, 2.31, 2.33-2.35, 3.2)***

\_\_\_ write using P.E. concepts & vocabulary

\_\_\_ open response with rubric

#### **Dance Elements**

Understand space

\_\_\_ self \_\_\_ general

understand directions

\_\_\_ in \_\_\_ out

understand levels

\_\_\_ high \_\_\_ medium \_\_\_ low

#### **Psychomotor Skills**

Perform: locomotor

\_\_\_ leap

perform: non-locomotor

\_\_\_ twist \_\_\_ bend \_\_\_ turn

\_\_\_ curl \_\_\_ shake \_\_\_ stretch

#### **Personal Wellness**

Recognizes that:

\_\_\_ exercise affects body parts

\_\_\_ exercise affects heart rate

perform:

\_\_\_ various strength exercises

\_\_\_ various stretch exercises

#### **Lifetime Activities**

Begins to understand that:

\_\_\_ practice build skill levels

\_\_\_ sportsmanship involves rules & fair play in games & sports

#### **Manipulative Skills**

Perform manipulative skills

\_\_\_ throwing \_\_\_ catching

\_\_\_ kicking stationary object

\_\_\_ striking stationary object

\_\_\_ dribbling stationary object with hands

\_\_\_ jumping long rope

### ***VISUAL ARTS (A.E. 1.13, 2.22-2.27)***

\_\_\_ write using arts concepts & vocabulary

\_\_\_ open response with rubric

#### **Elements of Design**

\_\_\_ line – identify wavy, jagged, thin, thick, broken

\_\_\_ use line to create geometric shapes & free form shapes

\_\_\_ shape – identify diamond, ellipse, free form (organic)

\_\_\_ color – identify as primary colors & neutrals

\_\_\_ texture – identify the difference in visual texture & actual texture

#### **Principles of Design**

\_\_\_ create & describe a pattern in terms of color/shape

#### **Purpose of Art**

\_\_\_ describe/illustrate emotions

\_\_\_ use pencil & crayon self portrait

#### **Cultures & Styles**

\_\_\_ recognize Native American to describe & illustrate functional – utilitarian- decorative objects

#### **Art Process**

##### **Media:**

\_\_\_ identify a two-dimensional multimedia process such as pencil/crayon; pencil/markers; pencil, crayons, paint

\_\_\_ recognize paper weaving

### ***MUSIC (A.E. 1.14, 2.22-2.27)***

\_\_\_ open response with rubric

#### **Rhythm**

\_\_\_ recognize quarter note, quarter rest, & eighth note

note

\_\_\_ read & clap rhythm patterns: quarter note, quarter rest, & eighth note

\_\_\_ recognize a steady beat, no beat

#### **Tempo**

\_\_\_ recognize changing tempo: faster, slower

#### **Dynamics**

\_\_\_ recognize changing dynamics:

louder/softer

#### **Melody**

\_\_\_ recognize high & low pitches

\_\_\_ recognize melodie up & down movement

#### **Tone Color**

\_\_\_ recognize voice: male, female, child

\_\_\_ recognize different instrument sounds

#### **Music Symbols**

\_\_\_ identify p – piano

\_\_\_ identify f – forte

### ***DRAMA(A.E. 2.22, 2.23,2.24)***

\_\_\_ write using drama concepts & vocabulary

\_\_\_ open response with rubric

#### **Elements of Production**

\_\_\_ select appropriate scenery for a story

\_\_\_ describe an appropriate costume for a character

\_\_\_ describe the role of an actor

#### **Dramatic Elements of Terminology**

\_\_\_ write a short personal narrative & present it as a monologue

P2 (First Grade Yr.) \_\_\_\_\_ - \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_

\_\_\_\_ participate in an impromptu dialogue in a familiar scenario  
\_\_\_\_ write using drama concepts & vocabulary

**History/Culture**  
\_\_\_\_ retell a Native American Myth, folk tales, or legend

Year's Summary (\_\_\_\_ - \_\_\_\_)

\_\_\_\_ Needs to repeat P2 level skills at the start of the next year which may result in more than 4 years in the Primary Program

\_\_\_\_ Needs to review some 1<sup>st</sup> Grade level skills in 2<sup>nd</sup> Grade

\_\_\_\_ Is ready to begin 2<sup>nd</sup> Grade skills

\_\_\_\_ Has begun to master some 2<sup>nd</sup> Grade skills

Guardian's Signature \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**LANGUAGE ARTS EXIT EXPECTATIONS**

Abilities Standards (Apply the following to each content outcome. Application of Abilities Standards should be at the developmentally appropriate level.)

1. Apply abilities in language arts.
  - A. Think clearly & solve problems about language (classify, decide, solve, compare).
  - B. Talk & write clearly about language (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans & use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
2. Be able to read, write, speak, & listen for many purposes.
  - A. Be able to read & enjoy literature (realistic fiction, fantasy, nonfiction).
  - B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
  - C. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, & explain a process).
  - D. Be able to produce personal writing (narrative), literary writing (short story, poem), & transactive writing (letter).
  - E. Possess technical skills
    1. listen/dictate/write/present: instructions, chart, thank-you letter, letter of request, report, summary, persuasive pieces (editorial, articles, speeches, letters).
    2. Technology: word processing, Internet, AV production
  - F. Be able to use specialized vocabulary from all subject areas.

**Content Standards**

\*A. E. indicates academic Expectations

**LANGAUGE ARTS (A.E.)  
1.1-1.4, 1.11-1.12, 5.1 – 5.5,  
6.1-6.3)**

**READING**

- \_\_\_\_\_ open response with rubric
- Sight Word Recognition Skills**
- \_\_\_\_\_ read, write, & use sight words
- \_\_\_\_\_ use medial consonants
- \_\_\_\_\_ use short vowels
- \_\_\_\_\_ use long vowels
- \_\_\_\_\_ know 2-letter blends & digraphs
- \_\_\_\_\_ know 3 letter blends
- \_\_\_\_\_ know 3 letter digraphs
- \_\_\_\_\_ know final blends
- \_\_\_\_\_ know vowel combinations
- \_\_\_\_\_ know consonant controlled vowels
- \_\_\_\_\_ know hard/soft g & c
- \_\_\_\_\_ know/read silent letters
- \_\_\_\_\_ denote to sound: words that follow these patterns: VC,CVC,CVVC,CVCe
- Structural Analysis:** Demonstrate knowledge
  - \_\_\_\_\_ compound words
  - \_\_\_\_\_ contractions
  - \_\_\_\_\_ prefixes
  - \_\_\_\_\_ suffixes
  - \_\_\_\_\_ root/base words
  - \_\_\_\_\_ regular plurals
  - \_\_\_\_\_ irregular plurals
  - \_\_\_\_\_ abbreviations
  - \_\_\_\_\_ possessives
  - \_\_\_\_\_ inflectional endings
  - \_\_\_\_\_ comparatives & superlatives (er, est)
- Comprehension: Word Meanings**
- Demonstrate knowledge of
  - \_\_\_\_\_ context clues
  - \_\_\_\_\_ rhyming words
  - \_\_\_\_\_ antonyms
  - \_\_\_\_\_ synonyms
  - \_\_\_\_\_ homophones/homonyms
  - \_\_\_\_\_ multiple meanings
- Information**
- \_\_\_\_\_ listen to & follow oral directions
- \_\_\_\_\_ demonstrate/listen for sequence
- \_\_\_\_\_ follow written directions
- \_\_\_\_\_ follows multi-step directions

- \_\_\_\_\_ identify/listen for main idea/details
- \_\_\_\_\_ make inferences
- \_\_\_\_\_ draw conclusions
- \_\_\_\_\_ predict outcomes
- \_\_\_\_\_ explain cause & effect
- \_\_\_\_\_ categorize & classify
- \_\_\_\_\_ alphabetize to the third letter
- \_\_\_\_\_ use a dictionary
- \_\_\_\_\_ locate information in books using paging, table of contents, titles & glossary
- \_\_\_\_\_ use library
- \_\_\_\_\_ locate author & title
- \_\_\_\_\_ organize & classify information
- \_\_\_\_\_ use listening skills for context clues
- \_\_\_\_\_ listen for answer to questions/interview
- Literature**
- \_\_\_\_\_ identify speaker
- \_\_\_\_\_ interpret punctuation clues
- \_\_\_\_\_ read with fluency & expression
- \_\_\_\_\_ read & write a complete sentence
- \_\_\_\_\_ recognize plot
- \_\_\_\_\_ recognize setting
- \_\_\_\_\_ identify character traits
- \_\_\_\_\_ distinguishes between & talks about realistic fiction, fantasy & non-fiction
- \_\_\_\_\_ sits quietly without distracting others & shows the speaker their listing
- \_\_\_\_\_ asks appropriate questions
- Persuasion**
- \_\_\_\_\_ listen for & identify fact/opinion
- Practical /Workplace**
- \_\_\_\_\_ locate information
- \_\_\_\_\_ identify information in bold, italic print
- \_\_\_\_\_ choose books with appropriate interest & ability level
- \_\_\_\_\_ read aloud smoothly & expressively with proper phrasing
- WRITING**
- Writing Process**
- \_\_\_\_\_ demonstrate writing process steps with assistance
- Purpose/Audiences**
- \_\_\_\_\_ write with sense of audience
- \_\_\_\_\_ write with sense of purpose
- \_\_\_\_\_ write with sense of voice

**Idea Development**

- \_\_\_\_\_ write including a topic sentence or main idea with details
- \_\_\_\_\_ write with imagination a sequence of proper sentences

**Organization**

- \_\_\_\_\_ sequence ideas correctly
- \_\_\_\_\_ arrange ideas in logical order
- \_\_\_\_\_ write with fluency

**Sentences**

- \_\_\_\_\_ write with sentences of varying lengths/structures
- \_\_\_\_\_ use appropriate wording & language

**Language**

- Grammar**
- \_\_\_\_\_ know definition of a sentence
- \_\_\_\_\_ know word order in a sentence
- \_\_\_\_\_ identify the complete subject in a sentence
- \_\_\_\_\_ identify the complete predicate in a sentence
- \_\_\_\_\_ identify a simple sentence
- \_\_\_\_\_ identify a telling sentence
- \_\_\_\_\_ identify an asking sentence
- Parts of a speech-Know definition of/use
  - \_\_\_\_\_ nouns (common, proper)
  - \_\_\_\_\_ nouns (singular, plural, possessive)
  - \_\_\_\_\_ verbs (action, linking)
  - \_\_\_\_\_ present/past tense of a verb
  - \_\_\_\_\_ irregular verb
  - \_\_\_\_\_ pronoun
  - \_\_\_\_\_ adjectives
  - \_\_\_\_\_ articles a, an, the
  - \_\_\_\_\_ homophones
  - \_\_\_\_\_ know to name self last
  - \_\_\_\_\_ subject/verb agreement

**Correctness**

- Punctuation – Use**
- \_\_\_\_\_ period at end of telling sentence
- \_\_\_\_\_ punctuation with abbreviations & initials
- \_\_\_\_\_ question mark at end of sentence
- \_\_\_\_\_ exclamation mark at end of sentence
- \_\_\_\_\_ apostrophe with contractions
- \_\_\_\_\_ apostrophe with possessives
- Mechanics – Capitalize:**
- \_\_\_\_\_ first word of a sentence
- \_\_\_\_\_ name titles & initials
- \_\_\_\_\_ titles or written work
- \_\_\_\_\_ greeting & closing of a letter

Primary 3 (Second Grade) Yr. _____ - _____	Student	Teacher
Spelling: Spell correctly	_____ recognize lower/upper case cursive letters	_____ Invitation
_____ the P1 & P2 Dolch word list	_____ know proper sitting position for correct writing	_____ Thank you note
_____ consonants in any position	_____ space words appropriately	_____ Envelope addresses
_____ consonant blends	_____ write neatly & legibly	_____ journal entries using sequences of proper sentence & appropriate spelling
_____ digraphs	_____ develop speed with accuracy	<b>Speech</b>
_____ short vowel sounds	_____ form letters/numbers correctly	_____ discuss & give a brief speech using description
_____ long vowel sounds	<b>Writing Products</b>	_____ use correct posture, body language, & enunciation when delivering a speech
_____ r-controlled combinations	Portfolio, On Demand Requirements, & other requirements	_____ verbally respond to questions briefly & clearly with complete sentences
_____ plurals	_____ Personal Narrative	_____ recite a poem or passage from memory
_____ contractions	_____ Short story, poem, or play	
_____ compound words	_____ Persuasive/Informative Piece	
_____ homonyms	_____ Friendly letter	
_____ irregular tenses		
Penmanship		

## MATHEMATICS EXIT EXPECTATION SECOND GRADE

**Ability Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student.)

1. Develop abilities in math
  - A. Think clearly & solve problems in math (classify, decide, estimate, predict, solve, compare, sort).
  - B. Talk & dictate clearly about math (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans & use them (brainstorm, research, plan, organize, complete the task).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
  - E. Use appropriate mathematical vocabulary.
2. Be able to apply math knowledge & skills to a variety of purposes.
  - A. Be able to estimate & solve one-step daily life problems (estimate & explain estimation strategies, use cues to select operation, write problem sentence, solve & label solution).
  - B. Be able to conduct research (locate, observe/gather, present).
  - C. Be able to use manipulative, graphs (bar, pictograph), charts, clocks (to the quarter-hour & in five-minute intervals), money (count to \$2.00, make change to \$1.00), calendars (length of a day, week, month, year), thermometers (Celsius, Fahrenheit), & shapes (cubes, spheres, cylinders, cones, pyramids, rectangular prisms) to solve problems.

### **MATH (A.E. 1.5-1.9, 2.7-2.13, 5.1-6.3)**

- \_\_\_\_\_ write using math concepts & vocabulary
- \_\_\_\_\_ open response with rubric
- Numbers & Computation**
- \_\_\_\_\_ recall addition & subtraction facts to 18
- \_\_\_\_\_ add 2 & 3 digit numbers horizontally & vertically with/without regrouping
- \_\_\_\_\_ subtract 2 & 3 digit numbers horizontally & vertically with & without regrouping
- \_\_\_\_\_ count by 2's, 3's, 5's, 10's, to 100 forward & backward
- \_\_\_\_\_ round to nearest 10
- \_\_\_\_\_ construct/solve one-step word problems
- \_\_\_\_\_ recall multiplication facts 0's, 1's, 2's, 5's & 10's
- \_\_\_\_\_ multiply numbers horizontally & vertically without regrouping ( $3 \times 1 = \_\_ \times 1$ )
- \_\_\_\_\_ identify odd & even numbers
- \_\_\_\_\_ order numbers to 2 digits
- \_\_\_\_\_ identify place value of 3 digit numbers
- \_\_\_\_\_ be able to read, write, & compare numbers thru 999 (using  $>$ ,  $<$ ,  $=$  symbols)
- \_\_\_\_\_ identify ordinal numbers & position (first-twentieth)

- \_\_\_\_\_ demonstrate understanding of terms: how may are left, minus, subtract, how many more than, difference
- \_\_\_\_\_ demonstrate understanding of terms: add, addition, how many in all, total, sum, & addend
- Geometry & Measurement**
- \_\_\_\_\_ recognize coin values
- \_\_\_\_\_ add/subtract amounts of money using cent & dollar signs without regrouping
- \_\_\_\_\_ use number line
- \_\_\_\_\_ identify  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$  & recognize fractions are parts of a whole
- \_\_\_\_\_ tell time to hour,  $\frac{1}{2}$  hour & on traditional & digital clocks
- \_\_\_\_\_ define, use length & width
- \_\_\_\_\_ recognize & compare basic geometric shapes: circle, square, triangle, rectangle, cube, cone, cylinder, pyramid, sphere
- Number Computation**
- \_\_\_\_\_ know fact families & double facts (i.e.  $2+4=6$ ,  $4+2=6$ ,  $6-4=2$ ,  $6-2=4$  &  $2+2=4$ ,  $3+3=6$ ,  $4+4=8$ )
- \_\_\_\_\_ estimate quantities of objects to 100
- \_\_\_\_\_ develop & solve addition & subtraction word problems
- \_\_\_\_\_ work number sentences vertically & horizontally

### **Geometry & Measurement**

- \_\_\_\_\_ be able to divide a circle, square, & rectangle into  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , &  $\frac{3}{4}$ .
- Measurement**
- \_\_\_\_\_ accurately measure given amount of liquid using cup, pint, quart, gallon, liter
- \_\_\_\_\_ determine amounts of liquid to a cup  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ , etc.
- \_\_\_\_\_ measure using appropriate units
- \_\_\_\_\_ order objects by weight & length
- \_\_\_\_\_ describe & give examples of plain & 3 dimensional geometric figures in terms of shape & sides
- \_\_\_\_\_ use calendar skills to demonstrate understanding of measuring time
- \_\_\_\_\_ identify lines of symmetry simple figures
- \_\_\_\_\_ use measurement inches & centimeter to 12 inches
- Algebraic Ideas**
- \_\_\_\_\_ analyze patterns in number sequence
- \_\_\_\_\_ find missing addends:  $5 + \_\_ = 12$
- Probability & Statistics**
- \_\_\_\_\_ read, construct & use bar graph & pictograph

## SCIENCE EXIT EXPECTATIONS

**Abilities Standards** (Apply the following to each content outcome. Application of abilities standards should be at the **developmentally appropriate level** of the student.)

1. Develop abilities in science.
  - A. Think clearly & solve problems about science (classify, decide, estimate, solve, compare).
  - B. Talk & write clearly about science (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans & use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
2. Be able to apply science knowledge & skills to a variety of purposes.
  - A. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusions).
  - B. Be able to conduct research (field research, library research, experimentation).
  - C. Be able to use scientific equipment (magnifying glass, thermometer) appropriately (safely, effectively, efficiently, accurately).
  - D. Know how to preserve the earth (reuse, reduce, recycle, refuse).
  - E. Possess technical skills

1. listen/read/dictate/write/present: instructions, chart, report, letter of request, summary.
2. technology word processing, Internet, AV production.

**SCIENCE/HEALTH (A.E.)**

**1.10, 2.1-2.6, 5.1-6.3)**

Inquiry Skills: With assistance

- \_\_\_\_\_ write using science/health concepts & vocabulary
- \_\_\_\_\_ open response with rubric
- \_\_\_\_\_ conduct simple experiments with assistance
- \_\_\_\_\_ use tools appropriately
- \_\_\_\_\_ interpret data accurately
- \_\_\_\_\_ summarize data with logical conclusions

**Health/Life Science**

- \_\_\_\_\_ know & classify plant & animal habits, detailed life cycles, characteristics of extinction, & growth patterns
- \_\_\_\_\_ identify the heart, lung, brain, stomach, & muscles

**Physical Science**

- \_\_\_\_\_ understand/draw the water cycle system
- \_\_\_\_\_ know the uses of water
- \_\_\_\_\_ define, explain pollution-causes/effects
- \_\_\_\_\_ define, explain conservation-purposes/effects
- \_\_\_\_\_ sound classification- soft, loud, etc.
- \_\_\_\_\_ understand sound –vibrating, how it travels
- \_\_\_\_\_ understands concepts of light
- \_\_\_\_\_ understands concepts of force, what it is (magnets are a force)
- \_\_\_\_\_ understand friction
- \_\_\_\_\_ understands simple machines (lever, incline, pulley, plane, wheel)
- \_\_\_\_\_ know, understand, & be able to sort the three states of matter (gas, liquid, solid)
- \_\_\_\_\_ read/use thermometer

- \_\_\_\_\_ understand how weather affects plants, animals, people, both positively, & negatively
- \_\_\_\_\_ know & understand things that make up weather (temperature, wind, precipitation)

**Earth/Space Science**

- \_\_\_\_\_ know sun & stars, heat, light, earth, day, night, & shadows inter-relationships
- \_\_\_\_\_ name & understand movements of plants, their names, relationships to the sun, patterns of movement (revolve & rotate)
- \_\_\_\_\_ understand the components of habitats: food, water, space, shelter
- \_\_\_\_\_ understand environments- desert, woods, ponds, ocean, & how man can effect them (good/bad)

**SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in social studies.
  - A. Think clearly & solve problems about social studies (classify, decide, estimate, solve, compare).
  - B. Talk & write clearly about social studies (present, persuade, collaborate, explain, recommend & narrate) using appropriate vocabulary.
  - C. Make careful plans & use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, & revise when producing products).
2. Be able to apply social studies knowledge & skills to a variety of purposes.
  - A. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position & explain a process).
  - B. Be able to relate social studies to your life.
    - view life from other perspectives & others’ point of view.
    - explain the effects important inventions, events, people, & moments have on you.
    - think about other people & other places to solve problems & make decisions.
    - relate current events to your life (be able to talk about current events).
  - C. Possess technical skills
    - listen/read/write/present instructions, chart, thank you letter, letter of request, proposal, report, summary, persuasive pieces (editorials, articles, speeches, letters).
    - technology word processing, Internet, AV production.

**SOCIAL STUDIES (A.E.)**

**2.14-2.21, 2.29, 2.32, 3.1-4.6,**

**5.1-5.5,6.1-6.3)**

\_\_\_\_\_ write using social studies concepts & vocabulary

\_\_\_\_\_ open response with rubric

**Culture & Society**

- \_\_\_\_\_ compare & contrast family types
- \_\_\_\_\_ identify types of shelters
- \_\_\_\_\_ demonstrate knowledge & understanding of ethnicity

\_\_\_\_\_ use & demonstrate listing manners & techniques

\_\_\_\_\_ use listening skills for cooperative learning

\_\_\_\_\_ understand neighborhoods/communities

\_\_\_\_\_ identify & use map legends (key, directions, symbols)

\_\_\_\_\_ know components of

neighborhood/community (business, parks,

homes, schools, etc.)

\_\_\_\_\_ understand that members of a community have a responsibility to care for the environment & ecology

**Economics**

\_\_\_\_\_ understand concepts of consumers & goods

& services

**Geography**

\_\_\_\_\_ identify basic directional words

\_\_\_\_\_ use cardinal directions

\_\_\_\_\_ create a map to show location

\_\_\_\_\_ understand use of symbols or pictures to represent real objects

\_\_\_\_\_ locate equator, north & south pole on a map/globe

\_\_\_\_\_ know the geography of a neighborhood/community (streets, rivers, lakes, roads, etc.)

\_\_\_\_\_ solve how to get to & from school from other places

**Government & Civics**

\_\_\_\_\_ create a list of safety rules

\_\_\_\_\_ create a list of rules for home/school

\_\_\_\_\_ demonstrate understanding of

rules/responsibilities

\_\_\_\_\_ cooperates for the good of all

\_\_\_\_\_ respects the rights & property of others

**History**

\_\_\_\_\_ construct timeline of student’s life

\_\_\_\_\_ identify symbols of our country (pledge,

flag, White House, Lincoln Memorial,

American Eagle, Statue of Liberty, Uncle Sam)

\_\_\_\_\_ identify communities that existed in history

(land & people before Columbus, Native

American, pioneers, pilgrims)

\_\_\_\_\_ describe how/why (cause/effect) events

occurred in the community, state, or nation

\_\_\_\_\_ differentiate among fact, fiction, & opinion

in relative historical events

**ARTS & HUMANITIES**

**PHYSICAL EDUCATION/DANCE (A.E.)**

**1.7, 1.15, 2.22-2.26, 2.31,2.33-2.35, 3.2)**

\_\_\_\_\_ write using P.E. concepts & vocabulary

\_\_\_\_\_ open response with rubric

Dance Elements

\_\_\_\_\_ perform sequence of patterned movements

\_\_\_\_\_ perform simple folk dance

Personal Wellness

\_\_\_\_\_ perform cardio-respiratory exercises &

describe the benefits

\_\_\_\_\_ perform strengthening exercises & describe benefits

Psychomotor Skills

\_\_\_\_\_ demonstrate combinations of locomotor &

non-locomotor skills

\_\_\_\_\_ non-locomotor skill-push

\_\_\_\_\_ non-locomotor skill-pull

Lifetime Activities

\_\_\_\_\_ describe need for sportsmanship

**VISUAL ARTS (A.E. 1.13, 2.22-2.27)**

\_\_\_\_\_ write using art concepts & vocabulary

\_\_\_\_\_ open response with rubric

**Elements of Design**

\_\_\_\_\_ Line: identify/use directional lines-vertical,

horizontal, diagonal, parallel

**Primary 3 (Second Grade) Yr.** \_\_\_\_\_ - \_\_\_\_\_ **Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_

\_\_\_\_ Shape: identify/use geometric, representation free-form shapes  
\_\_\_\_ Form: recognize that form is the 3-dimensional equivalent to shape  
\_\_\_\_ Color: identify war/cool colors  
\_\_\_\_ Texture: recognize that lines show texture – rough, smooth, & soft both actual & implied  
Principles of Design  
\_\_\_\_ Pattern: describe patterns in compositions  
\_\_\_\_ Contrast: recognize difference in lights & darks  
\_\_\_\_ Space: identify space in comparison-foreground, middle ground, background  
Purpose of Art  
\_\_\_\_ describe & illustrate personal experiences  
Cultures & Styles  
\_\_\_\_ recognize West African Arts to describe & illustrate experiences in functional-utilitarian-decorative-objects  
Art Process-Media  
\_\_\_\_ use 2-dimensional expressions to illustrate books  
\_\_\_\_ draw with a crayon on point, side, & end, combine with thin paint as a crayon resist

\_\_\_\_ cut & tear all kinds of paper into free, geometrical, or representational shapes, arrange & assemble in many ways  
\_\_\_\_ build forms in clay using a pinch method  
\_\_\_\_ recognize properties of stone sculpture  
  
**MUSIC(A.E. 1.14, 2.22-2.27)**  
\_\_\_\_ begin speaking & writing using music concepts & vocabulary  
\_\_\_\_ open response with rubric  
Rhythm  
\_\_\_\_ recognize quarter note, half note, whole note, quarter rest, eighth note  
\_\_\_\_ read & clap rhythm patterns  
Tempo  
\_\_\_\_ recognition of changing tempos  
Dynamics  
\_\_\_\_ recognition of changing dynamics  
Melody  
\_\_\_\_ recognition of high, low pitches  
Tone Color – Recognize  
\_\_\_\_ voice: male, female, children  
\_\_\_\_ family of instruments: brass, strings  
Music Symbols-Identify/demonstrate

\_\_\_\_ p-piano \_\_\_\_ f-forte \_\_\_\_ staff  
\_\_\_\_ treble clef \_\_\_\_ bar lines  
Creating  
\_\_\_\_ begin composing simple rhythms  
**DRAMA (A.E. 2.22, 2.23, 2.24)**  
\_\_\_\_ write using drama concepts & vocabulary  
\_\_\_\_ open response with rubric  
**Elements of Production**  
\_\_\_\_ select appropriate props for a character in a short script  
\_\_\_\_ select appropriate music to create a mood  
\_\_\_\_ design a set for a fairy tale  
**Elements of Performance**  
\_\_\_\_ memorize & present a poem to an audience  
\_\_\_\_ demonstrate an understanding of character by using correct movement & vocal expression  
**Dramatic Elements & Terminology**  
\_\_\_\_ identify a script format

Year's Summary (\_\_\_\_ - \_\_\_\_ ) P3  
\_\_\_\_ Needs to complete P3 level skills at the start of the next year which may result in more than 4 years in Primary Program  
\_\_\_\_ Needs to review some P3 grade level skills.  
\_\_\_\_ Is ready to begin P4 grade level skills  
\_\_\_\_ Has begun to master some P3 level skills & needs to continue in the P3 level.

Guardian's Signature \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date: \_\_\_\_\_

HARLAN COUNTY SCHOOLS  
PRIMARY 4 LEVEL EXIT CRITERIA

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student.)

1. Apply abilities in language arts.
  - A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, compare, simplify).
  - B. Communications (present, persuade, collaborate, explain, recommend).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
2. Be able to read, write, speak, and listen for many purposes.
  - A. Be able to read and enjoy literature (realistic fiction, fantasy, fables, nonfiction).
  - B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
  - C. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, create a model, and explain a process).
  - D. Be able to produce personal writing (narrative, memoir), literary writing (short story, poem, script), transactive writing (letter, brochure articles, etc.), writing to learn (journals and graphic organizers), and writing-to-demonstrate-learning (open response questions).
  - E. Possess technical skills:
    - i. Read/write/present: instructions, chart, thank-you letter, letter of request, letter of response, proposal, lab report, research report, summary, persuasive pieces (editorials, articles, speeches, letters).
    - ii. Technology: word processing, database, Internet, AV production

**Content Standards**

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (A.E. 1.1-1.4,1.11-1.12,5.1-6.3)**

**READING**

**Phonics-Identify**

- \_\_\_ 2-letter blends
- \_\_\_ digraphs
- \_\_\_ 3 letter blends
- \_\_\_ 3 letter digraphs
- \_\_\_ final blends
- \_\_\_ vowel combinations
- \_\_\_ consonant controlled vowels
- \_\_\_ silent letters
- \_\_\_ denote to sound: words that follow these patters: vc, cvc, cvvc,cvce

**Word Analysis: Recognize**

- \_\_\_ compound words
- \_\_\_ contractions
- \_\_\_ prefixes
- \_\_\_ suffixes
- \_\_\_ root words
- \_\_\_ regular plurals
- \_\_\_ irregular plurals
- \_\_\_ abbreviations
- \_\_\_ possessives
- \_\_\_ comparatives & superlatives
- \_\_\_ identify syllables
- \_\_\_ demonstrate ability to syllabicate

**Comprehension: Word Meaning**

- \_\_\_ recognize context clues
- \_\_\_ recognize antonyms
- \_\_\_ recognize synonyms
- \_\_\_ recognize homophone/homonyms
- \_\_\_ recognize multiple meanings

**Experience with Text**

- \_\_\_ follow correct sequence
- \_\_\_ identify main idea
- \_\_\_ identify supporting details
- \_\_\_ summarize
- \_\_\_ retell stories with elements
- \_\_\_ compare/contrast
- \_\_\_ draw inferences
- \_\_\_ draw conclusions
- \_\_\_ predict outcomes

**Literary Elements**

- \_\_\_ recognize plot, setting, conflict, resolution
- \_\_\_ recognize character traits/actions

- \_\_\_ use figurative language
- \_\_\_ use and connect analogies
- \_\_\_ distinguish between & write about fact, fiction, fantasy, fables, opinion, nonfiction

**Practical/Workplace**

- \_\_\_ follow oral directions
- \_\_\_ follow written directions
- \_\_\_ identify speaker
- \_\_\_ use pronoun referents
- \_\_\_ use punctuation clues
- \_\_\_ recognize proper structure
- \_\_\_ arrange alphabetical order to fourth letter
- \_\_\_ locate specific words
- \_\_\_ locate and name parts of a book
- \_\_\_ use reference tools such as almanacs, encyclopedias, computer reference programs, and research tools
- \_\_\_ use listening memory discussion techniques
- \_\_\_ use questions with pre/post reading activity
- \_\_\_ organize time and materials
- \_\_\_ use homework strategies
- \_\_\_ incorporate test-taking skills
- \_\_\_ choose books with appropriate interest and ability level
- \_\_\_ read aloud smoothly and expressively with proper phrasing

**ENGLISH**

**Writing Process/Products**

- \_\_\_ demonstrate writing process steps with assistance
- \_\_\_ graphic organizers
- Portfolio Pieces
  - \_\_\_ write transactive piece
  - \_\_\_ use KY Holistic Scoring Guide
  - \_\_\_ personal narrative
  - \_\_\_ short story, poem, play
  - \_\_\_ persuasive/informative piece
  - \_\_\_ letter to reviewer
- Other Writing Products
  - \_\_\_ friendly letter
  - \_\_\_ thank you note
  - \_\_\_ invitations
  - \_\_\_ envelope address

- \_\_\_ **keep a journal**
- \_\_\_ respond appropriately to open response questions with rubric
- \_\_\_ respond appropriately to on demand writing

**Purpose/Audience**

- \_\_\_ write with sense of audience
- \_\_\_ write with sense of purpose
- \_\_\_ write with sense of voice

**Idea Development/Support**

- \_\_\_ write with fluency
- \_\_\_ write a topic sentence with elaborate supporting details

**Organization**

- \_\_\_ arrange ideas in a logical sequence (sentences)
- \_\_\_ combine sentences to construct more complex sentences

**Language**

- \_\_\_ use appropriate, rich wording and language
- \_\_\_ **identify and use poetic devices (i.e. alliteration, couplets, rhythm)**
- \_\_\_ identify simple sentence
- \_\_\_ identify four types of sentences command, statement, question, exclamatory
- \_\_\_ subject verb agreement

**Parts of Speech: Know Definition, use of**

- \_\_\_ noun (common, proper)
- \_\_\_ noun (singular, plural)
- \_\_\_ verb (action, linking)
- \_\_\_ verb (present, past tense)
- \_\_\_ common irregular verbs
- \_\_\_ pronoun (object, possessive)
- \_\_\_ adjectives (comparative, superlative forms)
- \_\_\_ articles a, an, the
- \_\_\_ adverb

**Correctness**

- Punctuation: Use
  - \_\_\_ periods for command statement sentences
  - \_\_\_ periods for abbreviations and initials
  - \_\_\_ question marks
  - \_\_\_ exclamation marks
  - \_\_\_ comma in dates
  - \_\_\_ comma in letter greeting and closing
  - \_\_\_ comma to separate city, state, county
  - \_\_\_ capitalize 1<sup>st</sup> word in a sentence
  - \_\_\_ capitalize name, title, initial

Primary 4 (Third Grade) Yr.: \_\_\_\_\_ - \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_

- \_\_\_\_\_ capitalize greeting and closing of a letter
- Spell correctly:
  - \_\_\_\_\_ Dolch words
  - \_\_\_\_\_ consonants in any position
  - \_\_\_\_\_ consonant blends
  - \_\_\_\_\_ diagraphs
  - \_\_\_\_\_ short vowel sounds
  - \_\_\_\_\_ long vowel sounds
  - \_\_\_\_\_ r-controlled combinations
  - \_\_\_\_\_ plurals
  - \_\_\_\_\_ contractions
  - \_\_\_\_\_ compound words

- \_\_\_\_\_ irregular tenses
- Penmanship
  - \_\_\_\_\_ mastery of lower case cursive letters
  - \_\_\_\_\_ mastery of capital cursive letters
  - \_\_\_\_\_ develop speed with accuracy
  - \_\_\_\_\_ write neatly and legibly
  - \_\_\_\_\_ pencil, paper position
  - \_\_\_\_\_ master left to right progression
  - \_\_\_\_\_ emphasizing proper use of margin
- Speech
  - \_\_\_\_\_ discuss and give a speech, informative or persuasive in nature

- \_\_\_\_\_ use correct posture, face group, make eye contact, use appropriate body language and enunciation when delivering speech
- \_\_\_\_\_ verbally respond to questions briefly and clearly with complete sentences
- \_\_\_\_\_ select, develop, and use visual aids, in a non-distracting manner when speaking to clarify your ideas
- \_\_\_\_\_ recite a poem or passage with expression and proper rhythm

**MATHEMATICS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in math.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify).
  - b. Communications (present, persuade, collaborate, explain, recommend).
  - c. Goal setting/attainment (brainstorm, research, plan, organize, complete the task).
  - d. The quality process (plan, draft, analyze, and revise when producing products).
  - e. Use appropriate mathematical vocabulary
2. Be able to apply math knowledge and skills to a variety of purposes.
  - a. Be able to use the four-step problem-solving process (locate facts, identify questions, select operations, solve and label solution) and check for logical reasoning.
  - b. Be able to conduct research (locate, observe/gather, present).
  - c. Be able to use charts, graphs (bar, pictographs, line, pie), tables, manipulatives, clocks (to nearest minute), money (count to \$20.00, make change to \$5.00), models and other resources to solve problems
  - d. Possess technical skills (These technical skills may be used in math classes but are not part of the math curriculum):  
read/write/present: instructions, table, chart, research report, summary.
  - e. Be able to use mental math strategies for addition and subtraction.

**MATH(AE1.5-1.9, 2.7-2.13, 5.1-6.3)**

- \_\_\_\_\_ write using math concepts and vocabulary
- \_\_\_\_\_ construct and solve word problems (one step) orally and written
- \_\_\_\_\_ open response with rubric
- Numbers, Integers and Place Value
  - \_\_\_\_\_ count by 100's to 1,000
  - \_\_\_\_\_ count by 1000's to 10,000
  - \_\_\_\_\_ read and write word form (5 digits)
  - \_\_\_\_\_ use number line
  - \_\_\_\_\_ read and write numbers 0-9,999
  - \_\_\_\_\_ identify place value to 10,000
  - \_\_\_\_\_ estimate sums 10-100
  - \_\_\_\_\_ estimate difference to nearest 10's-100's
  - \_\_\_\_\_ round whole numbers to nearest 10's and 100's
  - \_\_\_\_\_ order numbers
  - \_\_\_\_\_ extend and create number patterns
  - \_\_\_\_\_ read and write numbers and their points on a number line
  - \_\_\_\_\_ use >, <, = to compare whole numbers
- Fractions and Decimals
  - \_\_\_\_\_ identify fractional parts of a whole & set
  - \_\_\_\_\_ write equivalent fractions of 1/2, 1/4, 1/3, 1/6, 1/8 and whole
  - \_\_\_\_\_ know placement of numerator/denominator
  - \_\_\_\_\_ add and subtract common fractions and decimals
  - \_\_\_\_\_ denominators
- Number Computation
  - \_\_\_\_\_ add 4 digit numbers requiring regrouping
  - \_\_\_\_\_ subtract 4-digit numbers requiring regrouping

- \_\_\_\_\_ use calculations to check addition/subtraction problems
- \_\_\_\_\_ understand terms and use correctly: quotient, remainder, divisor, dividend, product, factor
- \_\_\_\_\_ know and recall multiplication facts to 10's
- \_\_\_\_\_ multiply numbers without regrouping
- \_\_\_\_\_ divide a 2-digit number by a 1-digit number
- \_\_\_\_\_ use basic functions of calculator : add, subtract, multiply and divide
- \_\_\_\_\_ solve basic facts using simple technology tools such as a calculator and a computer calculator and software
- \_\_\_\_\_ average whole numbers and compare
- Geometry
  - \_\_\_\_\_ draw two and three dimensional objects using properties
  - \_\_\_\_\_ identify, describe and label congruent two dimensional figures
  - \_\_\_\_\_ identify and describe symmetrical two dimensional figures
  - \_\_\_\_\_ draw representations of line segments and angles
  - \_\_\_\_\_ graph points on a positive coordinate system
  - \_\_\_\_\_ identify flips, slides, and turns
- Measurement
  - \_\_\_\_\_ use a digital and traditional clock to tell time to one minute intervals
  - \_\_\_\_\_ demonstrate use of AM and PM
  - \_\_\_\_\_ demonstrate understanding of length, weight, volume using standard/nonstandard and

- metric units as appropriate (ounce, pound, gram, kilogram, inch, foot, yard, mile, centimeter, meter, kilometer, cups, pints, quarts, gallons)
- \_\_\_\_\_ demonstrate elapsed time
- \_\_\_\_\_ count coins up to \$1.00 demonstrate understanding
- \_\_\_\_\_ demonstrate understanding of cents, dollar sign, and decimal point
- \_\_\_\_\_ identify bills
- \_\_\_\_\_ add and subtract amounts of money
- \_\_\_\_\_ find the perimeter and area and solve problems for both
- \_\_\_\_\_ demonstrate understanding of temperature (Celsius and Fahrenheit)
- Probability and Statistics
  - \_\_\_\_\_ demonstrate understanding of a bar graph, pictograph and line graph
  - \_\_\_\_\_ collect and organize data into line, pie, charts and graphs
  - \_\_\_\_\_ interpret graphs
  - \_\_\_\_\_ make inferences from student collected data
  - \_\_\_\_\_ determine outcomes from simple probability activities using manipulatives
- Algebraic Ideas
  - \_\_\_\_\_ analyze patterns in number sequence
  - \_\_\_\_\_ find missing addends ( \_ +4=9)
  - \_\_\_\_\_ find missing subtrahends ( \_ -3=1)
  - \_\_\_\_\_ find a missing factor ( \_ +4x4=20)
  - \_\_\_\_\_ find solutions to number sentences with missing values (7+q=10, 9+5>10).

**SCIENCE EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome. Application of abilities standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in science.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify).
  - b. Communications (present, persuade, collaborate, explain, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persity).
  - d. The quality process (plan, draft, analyze, and revise when producing products).
2. Be able to apply science knowledge and skills to a variety of purposes.

- a. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusions).
- b. Be able to conduct research (field research, library research, experimentation).
- c. Be able to use scientific equipment appropriately (safely, efficiently, accurately).
- d. Know how to preserve the earth (reuse, reduce, recycle, refuse).
- e. Possess technical skills
  1. read/write/present: instructions, chart, thank you letter, letter of request, letter of response, proposal, lab report, research report, summary.
  2. technology word processing, Internet, AV production

**SCIENCE (A.E. 1.10, 2.1-2., 5.1-6.3)**

Inquiry Skills (2.1)

- \_\_\_\_\_ write using science concepts and vocabulary
- \_\_\_\_\_ open response with rubric
- \_\_\_\_\_ demonstrate with assistance the inquiry process: state problem, hypothesis, experiment, research, data, results, conclusion
- \_\_\_\_\_ use tools appropriately

Life Science (2.2-2.6)

- \_\_\_\_\_ know the stages of the plant life cycle
- \_\_\_\_\_ know the stages of the animal life cycle
- \_\_\_\_\_ know organisms have basic needs needed to survive
- \_\_\_\_\_ know each plant or animal has structures which serve different functions in growth and survival
- \_\_\_\_\_ understand that organisms will resemble their parents
- \_\_\_\_\_ understand that all animals depend on plants for food that nature and people affect the food chain
- \_\_\_\_\_ know the food chain and the interdependence of a food chain
- \_\_\_\_\_ know the relationship between predator/prey
- \_\_\_\_\_ know the characteristics of carnivores, omnivores, and herbivores

Physical Science (2.2-2.6)

- \_\_\_\_\_ know the three states of matter
- \_\_\_\_\_ give the properties of each state of matter
- \_\_\_\_\_ know forms of measurement (length, volume, mass and temperature)
- \_\_\_\_\_ know tools used for measurement
- \_\_\_\_\_ know chemical changes of matter
- \_\_\_\_\_ know conditions that matter changes states
- \_\_\_\_\_ students will understand that the position of an object can change by pushing or pulling
- \_\_\_\_\_ understand that sound is produced by vibrating objects
- \_\_\_\_\_ know that magnets will attract/repel and are a force
- \_\_\_\_\_ know that electrical currents move through electrical circuits, electricity is a force

- \_\_\_\_\_ understand that light can be reflected, refracted, or absorbed by an object
- \_\_\_\_\_ know that conductors & insulators inhibit or aid the travel of heat
- Earth Science (2.1-2.6)
- \_\_\_\_\_ understand the stages of the water cycle
- \_\_\_\_\_ know how condensation & evaporation occur
- \_\_\_\_\_ know the concept of participation and its measurement
- \_\_\_\_\_ know that animal habitats are related to different climates
- \_\_\_\_\_ know basic landforms
- \_\_\_\_\_ be able to name different types of landforms
- \_\_\_\_\_ know that different types of rocks are composed of different materials
- \_\_\_\_\_ know properties of soil
- \_\_\_\_\_ understand materials can be recycle and sometimes in different forms
- \_\_\_\_\_ know that the sun provides the light and heat necessary to maintain life on Earth
- \_\_\_\_\_ describe an ecosystem
- \_\_\_\_\_ understands composition of earth-solid rock, soil, water and gases
- \_\_\_\_\_ understands earth surface changes (erosion, weather, etc.)

**PRACTICAL LIVING/HEALTH (A.E. 2.29, 2.30, 2.31, 2.32, 2.33)**

- \_\_\_\_\_ open response with rubric
- Individual Well-Being (2.29)
- \_\_\_\_\_ know the effects of exercise and nutrition on body organs
- \_\_\_\_\_ recognize the concept of an individual's responsibility to others
- \_\_\_\_\_ demonstrate responsibility to oneself and others
- \_\_\_\_\_ be aware of the role rules play on others
- \_\_\_\_\_ be aware of conflict resolution and communication strategies
- Consumer Decisions (2.30)
- \_\_\_\_\_ explain differences between wants and needs

- \_\_\_\_\_ become aware of the concept of saving money

Personal Wellness (2.31)

- \_\_\_\_\_ identify and practice safety rules
- \_\_\_\_\_ be aware of emergency procedures
- \_\_\_\_\_ identify basic health habits
- \_\_\_\_\_ understand basic food groups
- \_\_\_\_\_ be aware of the food pyramid

Mental Wellness (2.32)

- \_\_\_\_\_ explain ways to develop friendships
- \_\_\_\_\_ determine how to express emotions appropriately
- \_\_\_\_\_ identify purposes & proper uses of medication
- \_\_\_\_\_ identify risks of non-medicinal drugs

Community Resources (2.33)

- \_\_\_\_\_ be familiar with community resources/agencies

**PRACTICAL LIVING/PHYSICAL EDUCATION (A.E. 1.7, 1.15, 2.31, 2.33, 2.35, 3.2)**

- \_\_\_\_\_ open response with rubric

Personal Wellness (2.31)

- \_\_\_\_\_ identify body changes which occur during physical activity

Psychomotor (2.34)

- \_\_\_\_\_ perform a variety of nonlocomotor skills (e.g. push, pull, twist, turn, balance)
- \_\_\_\_\_ perform a variety of locomotor skills (e.g. walk, run, hop)
- \_\_\_\_\_ discover a variety of ways to manipulate objects (e.g. with hands, feet, elbow, head)
- \_\_\_\_\_ discover movement concepts: body awareness (what the body is doing) space awareness (where the body moves) time awareness (how quickly the body moves) effort awareness (how the body moves) relationship (that occur while the body moves)

Lifetime Activities (2.35)

- \_\_\_\_\_ use feedback to improve skills
- \_\_\_\_\_ demonstrate cooperation with partners, small group, large group by following rules and practicing fair play

**SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome. Application of Abilities Standards should be at the **developmentally appropriate level** of the student).

1. Develop abilities in social studies.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify).
  - b. Communications (present, persuade, collaborate, explain, recommend, narrate) using appropriate vocabulary
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, and revise when producing products).
2. Be able to apply social studies knowledge and skills to a variety of purposes.
  - a. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position, create a model and explain a process).
  - b. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view.
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - explain the causes and effects key forces have on you, the present, the future, use the past and present (other cultures and other places) to solve problems and make decisions
    - relate current events to your life (know sources related to current events, be able to talk about

C. Possess technical skills

-read/write/present instructions, chart, thank you letter, letter of request, letter of response, proposal, research report, summary, persuasive pieces (editorials, articles, speeches, letters).  
-technology word processing, database, Internet, AV production.

**SOCIAL STUDIES (A.E. 1.2, 1.11, 2.14, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.29, 2.32, Goals 3, 4, 5, 6)**

\_\_\_\_ write using social studies concepts and vocabulary  
\_\_\_\_ develop open response with rubric and writing portfolio pieces through the content area Culture and Society (2.16, 2.17)

\_\_\_\_ locate and name city, county, state, state capital, country and capital, continent, planet

\_\_\_\_ apply principles of citizenship and develop class rule

\_\_\_\_ recognize chain of command of authority figure (ex. President, Vice President)

\_\_\_\_ understand the differences between right/wrong choices

\_\_\_\_ identify contributions of diverse individuals,

groups, and cultures

\_\_\_\_ know how technology affects community/society past and present

\_\_\_\_ know how a community's culture is defined (language, music, art, dress, food, stories, folk tales)

\_\_\_\_ know the culture of the first Americans

\_\_\_\_ know how communities in history were similar/different from communities today (US, Canada, Mexican, immigrants, colonial backgrounds, populations, language, religion, economy, government, and family)

\_\_\_\_ know how communities in history were similar/different from communities today (US, Canada, Mexican, immigrants, colonial backgrounds, populations, language, religion, economy, government, and family)

\_\_\_\_ know how communities in history were similar/different from communities today (US, Canada, Mexican, immigrants, colonial backgrounds, populations, language, religion, economy, government, and family)

\_\_\_\_ know how communities in history were similar/different from communities today (US, Canada, Mexican, immigrants, colonial backgrounds, populations, language, religion, economy, government, and family)

Economics (2.18)

\_\_\_\_ understand producers and consumers

\_\_\_\_ understand barter/money as exchange

\_\_\_\_ understand markets-exchange of goods & services

\_\_\_\_ demonstrates relevant investigation skills to solve specific problems in real life situations (ex. supply and demand)

\_\_\_\_ know about the finances of a community (taxes, resources, goods)

\_\_\_\_ know how the community is constantly changing (technology, people, transportation, economics)

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\_\_\_\_ know how the community is constantly changing (technology, people, transportation, economics)

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History (2.20)

\_\_\_\_ create timelines for important events such as the arrival of Pilgrims, Columbus' discovery of North America

\_\_\_\_ understand Kentucky's early development

\_\_\_\_ know how lifestyles and conditions have changed over time in Kentucky

\_\_\_\_ know key discoveries/inventions throughout US history from "Land Before Columbus" to 1700's

\_\_\_\_ know about food, clothing and shelter of people in history form "Land Before Columbus" to 1700

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Dance Movements & Forms (A.E. 1.15, 2.22-2.26)

\_\_\_\_ identify & use locomotor & non-locomotor movements in simple patterns

\_\_\_\_ identify & use locomotor & non-locomotor movements in simple patterns

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Year's Summary (\_\_\_\_ - \_\_\_\_)

\_\_\_\_ needs to complete P4 level skills at the start of the next year which may result in more than 4 years in Primary Program

\_\_\_\_ Must remain in the Primary Program next year which will result in more than 4 years in the Primary Program

\_\_\_\_ Has Mastered P4 level skills

\_\_\_\_ Exiting Primary to fourth grade

Teacher's Signature

Guardian's Signature

Date

**HARLAN COUNTY SCHOOLS  
FOURTH GRADE LEVEL EXIT CRITERIA**

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome.)

1. Apply abilities in language arts.
  - A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify, summarize).
  - B. Communications (present, persuade, collaborate, explain, recommend).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
2. Be able to read, write, speak, and listen for many purposes.
  - A. Be able to read and enjoy literature (prose, poetry).
  - B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
  - C. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, create a model, and explain a process).
  - D. Be able to produce personal writing (narrative, memoir), literary writing (short story, poem, script), transactive writing (letter, brochure, articles, etc.), writing to learn, writing to demonstrate learning (open-response and graphic organizers), and reflective writing (i.e., letter to the reviewer).
  - E. Possess technical skills:
    1. **read/write/present: instruction, table, chart, thank-you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary, persuasive pieces (editorial, articles, speeches, letters).**
    2. Technology: word processing, database, Internet, AV production

**Content Standards**

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (A.E. 1.1-1.4, 1.11-1.12, 5.1-6.3)**

<p>Phonics-Identify</p> <p>___ 2-letter blends</p> <p>___ digraphs</p> <p>___ 3-letter blends</p> <p>___ 3-letter digraphs</p> <p>___ final blends</p> <p>___ vowel combinations</p> <p>___ consonant controlled vowels</p> <p>___ silent letters</p> <p>Word Analysis:Recognize</p> <p>___ compound words</p> <p>___ contractions</p> <p>___ prefixes</p> <p>___ suffixes</p> <p>___ root words</p> <p>___ regular plurals</p> <p>___ irregular plurals</p> <p>___ abbreviations</p> <p>___ possessives</p> <p>___ comparatives &amp; superlatives</p> <p>___ identify syllables</p> <p>___ demonstrate ability to syllabicate</p> <p>___ homophone/homonyms</p> <p>Word Meaning</p> <p>___ recognize context clues</p> <p>___ recognize antonyms</p> <p>___ recognize synonyms</p> <p>___ recognize multiple meanings</p> <p>Experience with Text</p> <p>___ follow correct sequence</p> <p>___ identify main idea</p> <p>___ identify supporting details</p> <p>___ summarize</p> <p>___ retell stories with elements</p> <p>___ compare/contrast</p> <p>___ draw inferences</p> <p>___ draw conclusions</p> <p>___ predict outcomes</p> <p>___ open response with rubric</p> <p>Literary Elements</p> <p>___ recognize plot, setting, conflict, resolution</p> <p>___ recognize character traits/actions</p> <p>___ use figurative language</p> <p>___ use and connect analogies</p> <p>___ recognize fact, fiction, fantasy, opinion</p>	<p>Practical/Workplace</p> <p>___ follow oral directions</p> <p>___ follow written directions</p> <p>___ identify speaker</p> <p>___ use pronoun referents</p> <p>___ use punctuation clues</p> <p>___ recognize proper structure</p> <p>___ arrange alphabetical order to fourth letter</p> <p>___ locate specific words</p> <p>___ locate and name parts of a book</p> <p>___ identify best reference source</p> <p>___ use listening memory discussion techniques</p> <p>___ use questions with pre/post reading activity</p> <p>___ organize time and materials</p> <p>___ use homework strategies</p> <p>___ incorporate test-taking skills</p> <p>ENGLISH</p> <p>Writing Process/Products</p> <p>___ demonstrate writing process steps with assistance</p> <p>___ graphic organizers</p> <p>Portfolio Pieces</p> <p>___ transactive piece</p> <p>___ reflective writing</p> <p>___ KY Holistic Scoring Guide</p> <p>___ open response</p> <p>___ on-demand writing</p> <p>___ personal narrative/personal expressive</p> <p>___ short story/poem/play/literary</p> <p>Other Writing Products</p> <p>___ friendly letter</p> <p>___ thank you note</p> <p>___ invitations</p> <p>___ envelope address</p> <p>___ keep a journal</p> <p>Purpose/Audience</p> <p>___ write with sense of audience</p> <p>___ write with sense of purpose</p> <p>___ write with sense of voice</p> <p>Idea Development/Support</p> <p>___ write with fluency</p> <p>___ write a topic sentence with elaborate supporting details</p>	<p>Organization</p> <p>___ arrange ideas in a logical sequence (sentences)</p> <p>___ combine sentences to construct more complex sentences</p> <p>Language</p> <p>___ use appropriate, rich wording and language</p> <p>___ oral presentation using brief notes (not read)</p> <p>Grammar</p> <p>___ identify simple subject predicate</p> <p>___ identify simple sentence</p> <p>___ identify four types of sentences</p> <p>___ command, statement, question, exclamatory</p> <p>___ subject verb agreement</p> <p>Parts of Speech: Know Definition, use of</p> <p>___ noun (common, proper)</p> <p>___ noun (singular, plural)</p> <p>___ verb (action, linking)</p> <p>___ verb (present, past tense)</p> <p>___ common irregular verbs</p> <p>___ pronoun (object, possessive)</p> <p>___ adjectives (comparative, superlative forms)</p> <p>___ articles a, an, the</p> <p>___ adverb</p> <p><u>Correctness</u></p> <p>Punctuation: Use</p> <p>___ periods for command statement sentences</p> <p>___ periods for abbreviations and initials</p> <p>___ question marks</p> <p>___ exclamation marks</p> <p>___ comma in dates</p> <p>___ comma in letter greeting and closing</p> <p>___ comma to separate city, state, county</p> <p>___ capitalize 1<sup>st</sup> word in a sentence</p> <p>___ capitalize name, title, initial</p> <p>___ capitalize greeting and closing of a letter</p> <p>Spelling</p> <p>___ spell Dolch words correctly</p> <p>___ consonants in any position</p> <p>___ consonant blends</p> <p>___ digraphs</p> <p>___ short vowel sounds</p> <p>___ long vowel sounds</p> <p>___ r-controlled combinations</p>
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- \_\_\_ plurals
- \_\_\_ contractions
- \_\_\_ compound words
- \_\_\_ irregular tenses

- Penmanship(cursive writing)
- \_\_\_ develop speed with accuracy
  - \_\_\_ write neatly and legibly in cursive
  - \_\_\_ pencil, paper position
  - \_\_\_ emphasizing proper use of margin

**MATHEMATICS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

1. Develop abilities in math.
  - A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - B. Communications (present, persuade, collaborate, explain, recommend).
  - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, complete the task).
  - D. The quality process (plan, draft, analyze, and revise when producing products).
  - E. Use appropriate mathematical vocabulary.
2. Be able to apply math knowledge and skills to a variety of purposes.
  - A. Be able to solve one- and two-step problems using the four-step problem-solving method with time, money, and measurement in standard and metric units (determine problem, select options, estimate, solve and label solution) and check for logical reasoning.
  - B. Be able to conduct research (locate, observe/together, present).
  - C. Be able to solve one-step problems using graphs, charts, tables, calculators and computers (safely, effectively, efficiently, accurately).
  - D. Develop technical skills (these technical skills may be used in math classes but are not part of the math curriculum):
    - i. Read/write/Present: instructions, table, chart, proposal, lab report, research report, summary
    - ii. Technology: word processing, database, Internet, AV production

**MATH(AE1.5-1.9, 2.7-2.13, 5.1-6.3)**

- \_\_\_ write using math concepts and vocabulary
- \_\_\_ construct and solve word problems (one step) orally and written
- \_\_\_ open response with rubric
- Numbers, Integers and Place Value
- \_\_\_ count by 100's to 1,000
- \_\_\_ count by 1000's to 10,000
- \_\_\_ read and write word form (7 digits)
- \_\_\_ use number line
- \_\_\_ read and write numbers 0-1,000
- \_\_\_ identify place value to 10,000
- \_\_\_ estimate sums 10-100
- \_\_\_ estimate difference to nearest 10-100
- \_\_\_ round whole numbers to nearest 10 and 100
- \_\_\_ order numbers
- \_\_\_ use >, <, = to compare whole numbers
- Fractions and Decimals
- \_\_\_ identify fractional parts of a whole & set
- \_\_\_ identify simple, improper & mixed fractions
- \_\_\_ write equivalent fractions of  $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}, \frac{1}{6}, \frac{1}{8}$
- \_\_\_ add/subtract common fractions with like denominators
- \_\_\_ write and compare decimals

Number Computation

- \_\_\_ add 3 digit numbers requiring regrouping
- \_\_\_ subtract 3-digit numbers requiring regrouping
- \_\_\_ use calculations to check addition/subtraction problems
- \_\_\_ understand terms: quotient, remainder, divisor, dividend, product, factor
- \_\_\_ know multiplication facts to 10's
- \_\_\_ multiply numbers without regrouping
- \_\_\_ divide a 2-digit number by a 1-digit number
- \_\_\_ solve basic facts using simple technology tools such as a calculator and a computer calculator and software
- Geometry
- \_\_\_ draw two and three dimensional objects using properties
- \_\_\_ identify and describe congruent two dimensional figures
- \_\_\_ identify and describe symmetrical two dimensional figures
- \_\_\_ draw representations of line segments and angles
- \_\_\_ graph points on a positive coordinate system
- \_\_\_ identify flips, slides, and turns
- \_\_\_ state a rule for number/geometric patterns (input-output)

Measurement

- \_\_\_ use a digital and traditional clock to tell time to one minute intervals
- \_\_\_ demonstrate use of AM and PM
- \_\_\_ demonstrate understanding of length, weight, volume using standard/nonstandard and metric units as appropriate
- \_\_\_ demonstrate elapsed time
- \_\_\_ demonstrate addition/subtraction of time
- \_\_\_ demonstrate understanding of cents, dollar sign, and decimal point
- \_\_\_ identify bills
- \_\_\_ add and subtract amounts of money
- \_\_\_ find the perimeter and area and solve problems for both
- Probability and Statistics
- \_\_\_ demonstrate understanding of a bar graph, pictograph and line graph
- \_\_\_ interpret graphs
- \_\_\_ make inferences from student collected data
- \_\_\_ determine outcomes from simple probability activities using manipulatives
- Algebraic Ideas
- \_\_\_ analyze patterns in number sequence
- \_\_\_ find missing addends( \_\_\_ +4=9)
- \_\_\_ find missing subtrahends( \_\_\_ -3=1)
- \_\_\_ find a missing factor ( \_\_\_ +4x4=20)

**SCIENCE EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

1. Develop abilities in science.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Communicates (present, persuade, collaborate, explain, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, and revise when producing products).
2. Be able to apply science knowledge and skills to a variety of purposes.
  - a. Be able to solve problems using the scientific method (research , hypothesis, experimentation, findings, conclusions).
  - b. Be able to conduct research (field research, library research, experimentation).
  - c. Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
  - d. Know how to preserve the earth (reuse, reduce, recycle, refuse).
  - e. Possess technical skills
    - i. Read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, research report, summary.
    - ii. Technology: word processing, database, Internet, AV production
  - f. Use science to design simple technological solutions to problems including local issues
  - g. Examine the role science plays in everyday life.

**SCIENCE (A.E. 1.10, 2.1-2., 5.1-6.3)**

- Inquiry Skills (2.1)
- \_\_\_ write using science concepts and vocabulary

- \_\_\_ demonstrate with assistance the inquiry process: state problem, hypothesis, experiment, research, data, results, conclusion
- \_\_\_ use tools appropriately
- \_\_\_ design and conduct simple experiment

- \_\_\_ communicate results using graphs
- Life Science (2.2-2.6)
- \_\_\_ open response with rubric
- \_\_\_ know the stages of the plant life cycle
- \_\_\_ know the stages of the animal life cycle

\_\_\_\_\_ know organisms have basic needs needed to survive  
 \_\_\_\_\_ know basic processes of plants (photosynthesis, respiration, transpiration)  
 \_\_\_\_\_ know each plant or animal has structures which serve different functions in growth and survival

\_\_\_\_\_ understand the structure of cells, tissue, organs and systems in plants/animals  
 \_\_\_\_\_ understand that organisms will resemble their parents  
 \_\_\_\_\_ understand that all animals depend on plants for food  
 \_\_\_\_\_ know the food chain and the interdependence of a food chain  
 \_\_\_\_\_ know the relationship between predator/prey  
 \_\_\_\_\_ know the characteristics of carnivores, omnivores, herbivores, producers, consumers, scavengers, & decomposers  
 \_\_\_\_\_ know that organisms change environment for good and bad  
 \_\_\_\_\_ describe role of science and technology to deal with local issues  
 \_\_\_\_\_ recognize the role that science plays in everyday life

**Physical Science (2.2-2.6)**

\_\_\_\_\_ open response with rubric  
 \_\_\_\_\_ know the three states of matter  
 \_\_\_\_\_ give the properties of each state of matter  
 \_\_\_\_\_ know forms of measurement (length, volume, mass)  
 \_\_\_\_\_ know tools used for measurement  
 \_\_\_\_\_ know chemical changes of matter  
 \_\_\_\_\_ know conditions that matter changes states  
 \_\_\_\_\_ students will understand that the position of an object can change by pushing or pulling  
 \_\_\_\_\_ describe position and motion of an object by measuring and observing  
 \_\_\_\_\_ understand that sound is produced by vibrating objects  
 \_\_\_\_\_ know electromagnets  
 \_\_\_\_\_ know that magnets will attract/repel  
 \_\_\_\_\_ know that electrical currents move through electrical circuits  
 \_\_\_\_\_ know types of electrical circuits (series & parallel)  
 \_\_\_\_\_ understand that light can be reflected, refracted, or absorbed by an object

\_\_\_\_\_ know spectrum  
 \_\_\_\_\_ know that conductors & insulators inhibit or aid the travel or heat

**Earth Science (2.1-2.6)**

\_\_\_\_\_ open response with rubric  
 \_\_\_\_\_ understand the stages of the water cycle  
 \_\_\_\_\_ know how condensation & evaporation occur  
 \_\_\_\_\_ understand temperature  
 \_\_\_\_\_ know that animal habitats are related to different climates  
 \_\_\_\_\_ know the various factors that effect population to their environment  
 \_\_\_\_\_ understand renewable/non-renewable resources  
 \_\_\_\_\_ understand fossil fuels  
 \_\_\_\_\_ know basic landforms  
 \_\_\_\_\_ be able to name different types of landforms  
 \_\_\_\_\_ know that different types of rocks are composed of different materials  
 \_\_\_\_\_ know properties of soil  
 \_\_\_\_\_ understand materials can be recycle and sometimes in different forms  
 \_\_\_\_\_ know that the sun provides the light and heat necessary to maintain life on Earth  
 \_\_\_\_\_ know that earth materials are solids, water, and gases  
 \_\_\_\_\_ know fossils and how they relate to the past  
 \_\_\_\_\_ understand that behavior adaptation and extinction are influenced by the environment  
**PRACTICAL LIVING/HEALTH (A.E. 2.29, 2.30, 2.31, 2.32, 2.33)**  
 \_\_\_\_\_ open response with rubric  
**Individual Well-Being (2.29)**  
 \_\_\_\_\_ know the effects of exercise and nutrition on body organs  
 \_\_\_\_\_ recognize the concept of an individual's responsibility to others  
 \_\_\_\_\_ demonstrate responsibility to oneself and others  
 \_\_\_\_\_ be aware of the role rules play on others  
 \_\_\_\_\_ be aware of conflict resolution and communication strategies  
**Consumer Decisions (2.30)**  
 \_\_\_\_\_ explain differences between wants and needs  
 \_\_\_\_\_ become aware of the concept of saving money

**Personal Wellness (2.31)**

\_\_\_\_\_ identify and practice safety rules  
 \_\_\_\_\_ be aware of emergency procedures  
 \_\_\_\_\_ identify basic health habits  
 \_\_\_\_\_ understand basic food groups  
 \_\_\_\_\_ be aware of the food pyramid

**Mental Wellness (2.32)**

\_\_\_\_\_ explain ways to develop friendships  
 \_\_\_\_\_ determine how to express emotions appropriately  
 \_\_\_\_\_ identify purposes & proper uses of medication  
 \_\_\_\_\_ identify risks of non-medicinal drugs

**Community Resources (2.33)**

\_\_\_\_\_ be familiar with community resources/agencies

**PRACTICAL LIVING/PHYSICAL EDUCATION (A.E. 1.7, 1.15, 2.31, 2.33, 2.35, 3.2)**

\_\_\_\_\_ open response with rubric

**Personal Wellness (2.31)**

\_\_\_\_\_ identify body changes which occur during physical activity

**Psychomotor (2.34)**

\_\_\_\_\_ perform a variety of nonlocomotor skills (e.g. push, pull, twist, turn, balance)  
 \_\_\_\_\_ perform a variety of locomotor skills (e.g. walk, run, hop)  
 \_\_\_\_\_ discover a variety of ways to manipulate objects (e.g. with hands, feet, elbow, head)  
 \_\_\_\_\_ discover movement concepts:

body awareness (what the body is doing)  
 space awareness (where the body moves)  
 time awareness (how quickly the body moves)  
 effort awareness (how the body moves)  
 relationship (that occur while the body moves)

**Lifetime Activities (2.35)**

\_\_\_\_\_ use feedback to improve skills  
 \_\_\_\_\_ demonstrate cooperation with partners, small group, large group by following rules and practicing fair play

**SOCIAL STUDIES EXIT EXPECTATION**

**Abilities Standards** (Apply the following to each content outcome).

1. Develop abilities in social studies.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Communications (present, persuade, collaborate, explain, recommend and narrate) using appropriate vocabulary.
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, and revise when producing products).
2. Be able to apply social studies knowledge and skills to a variety to purpose.
  - a. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position, create a model and explain a process).
  - b. Be able to relate social studies to your life.
    - view life from other perspectives and others' point of view
    - understand that human needs are met through interaction in and among social groups (family, school, teams).
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - explain the causes and effects key forces have on you, the present, the future
    - use the past and present (other cultures and other places) to solve problems and make decisions
    - relate current events to your life (know sources related to current events, be able to talk about current events)
  - c. Possess technical skills
    - read/write/present instructions, table, chart, time lines, thank you letter, letter of request, letter of response inquiry, proposal, lab report, checklist, research report, summary, persuasive pieces (editorials, articles, speeches, letters).
    - technology word processing, database, Internet, AV production

**SOCIAL STUDIES (A.E. 1.2, 1.11, 2.14, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.29, 2.32, Goals 3, 4, 5, 6)**

- \_\_\_\_\_ write using social studies concepts and vocabulary
- \_\_\_\_\_ develop open response and writing portfolio pieces through the content area Culture and Society (2.16, 2.17)
- \_\_\_\_\_ locate and name city, county, state, state capital, country and capital, continent, planet
- \_\_\_\_\_ apply principles of citizenship and develop class rule
- \_\_\_\_\_ describe three levels of government (local, state, and national)
- \_\_\_\_\_ recognize chain of command of authority figure (ex. President, Vice President)
- \_\_\_\_\_ understand the differences between right/wrong choices
- \_\_\_\_\_ identify contributions of diverse individuals, groups, and cultures
- Economics (2.18)
- \_\_\_\_\_ understand producers and consumers
- \_\_\_\_\_ understand barter/money as exchange
- \_\_\_\_\_ understand markets-exchange of goods & services
- \_\_\_\_\_ demonstrates relevant investigation skills to solve specific problems in real life situations (ex. supply and demand)
- Geography (2.19)
- \_\_\_\_\_ identify five themes of geography (location, place, region, environment, and relationships within places) and use them to analyze geographic issues and problems in KY and the US
- \_\_\_\_\_ map skills
- \_\_\_\_\_ identify landforms
- \_\_\_\_\_ identify bodies of water
- Government and Civics (2.14, 2.15)
- \_\_\_\_\_ create rules for the classroom
- \_\_\_\_\_ understand the concepts of rights/responsibilities
- History (2.20)
- \_\_\_\_\_ explain how symbols, slogans, and buildings represent ideas and events in KY history
- \_\_\_\_\_ create timelines for important events such as the arrival of Pilgrims, Columbus' discovery of North America
- \_\_\_\_\_ understand Kentucky's early development
- \_\_\_\_\_ know how lifestyles and conditions have changed over time in Kentucky

**VOCATIONAL STUDIES (A.E. 2.36, 2.37, 2.38)**

- CAREER PATH OPTIONS (2.36) (Social Studies)
- \_\_\_\_\_ open response with rubric
- \_\_\_\_\_ compare different careers to determine various job requirements
- \_\_\_\_\_ understand how different careers affect life roles (e.g. parent, spouse, community leader)
- \_\_\_\_\_ relate school studies to life pursuits
- \_\_\_\_\_ examine and group careers found in the community
- \_\_\_\_\_ communicate the concepts of work and career
- Transition Skills (2.37) (Guidance Counselor)
- \_\_\_\_\_ seek and demonstrate appropriate resolutions to conflict
- \_\_\_\_\_ demonstrate positive work ethics and habits
- \_\_\_\_\_ attempt new tasks and/or challenges with confidence
- \_\_\_\_\_ use technology to display information in various ways
- \_\_\_\_\_ use team skills in a group to complete a task and/or solve problems
- \_\_\_\_\_ share tools and work cooperatively on a task
- Opportunity Planning (2.38) (Guidance Counselor)
- \_\_\_\_\_ develop a transition plan from elementary to middle school
- \_\_\_\_\_ understand the concept of mentoring
- \_\_\_\_\_ develop and implement a personal short-term goal based on self-assessment
- \_\_\_\_\_ create ways to identify personal strengths assume responsibility for completing chores
- ARTS AND HUMANITIES (A.E. 1.13, 2.22, 2.27)**
- DANCE (A.E. 1.15, 2.22-2.26)
- \_\_\_\_\_ open response with rubric
- \_\_\_\_\_ speak & write using dance concepts and vocabulary
- Elements of Dance (A. E. 1.15, 2.22 – 2.26)
- \_\_\_\_\_ identify & express elements of dance in a pattern of movement
- Dance Movements & Forms (A.E. 1.15, 2.22-2.26)
- \_\_\_\_\_ identify & use locomotor & non-locomotor movements in simple patterns
- Historical & Cultural Context (A.E. 1.15, 2.22-2.26)

- \_\_\_\_\_ associate dance with specific cultures, purposes & styles
- \_\_\_\_\_ write using art concepts and vocabulary
- Elements of Design
- \_\_\_\_\_ recognize art with attention given to the elements of (line, shape, color, form, texture, space, value) or principles of design
- Principles of Design
- \_\_\_\_\_ demonstrate an awareness of the elements of art and principles of design (ex. Balance (symmetry), contrast, space, and patterns)
- Processes and Media
- \_\_\_\_\_ explore a variety of media (e.g. crayon, pencil, paint) and processes (e.g. drawing, painting, weaving) used for creating works of art
- MUSIC (A.E. 1.14, 2.22, 2.27)**
- \_\_\_\_\_ open response with rubric
- \_\_\_\_\_ speak and write using music concepts and vocabulary
- Elements of Music
- \_\_\_\_\_ respond to music with minimal attention given to the elements of music (rhythm, melody, form, harmony, timbre, dynamics, tempo)
- \_\_\_\_\_ demonstrate an awareness of the elements of music
- Tone Color
- \_\_\_\_\_ recognize voice: male, female, children
- \_\_\_\_\_ recognize pitched, un-pitched instruments
- \_\_\_\_\_ recognize families of instruments: brass, strings, wood wind, percussion
- Historical and Cultural Content
- \_\_\_\_\_ listen to music of diverse cultures, periods, and styles
- DRAMA (A.E. 2.22, 2.23, 2.24)**
- \_\_\_\_\_ write using drama concepts & vocabulary
- Elements of Drama
- \_\_\_\_\_ demonstrate an awareness of the elements of drama such as plot, character, visuals (e.g. scenery, costumes, props, make-up), and acting (e.g. voice expressions, diction, projection).
- Historical and Cultural Content
- \_\_\_\_\_ identify various purposes for creating works of art
- \_\_\_\_\_ use appropriate terminology to describe art from different cultures, periods and styles
- \_\_\_\_\_ demonstrate an awareness of different cultures, periods, and styles which influence dramatic works
- Elements of Production
- \_\_\_\_\_ recognize elements of production (sound, light, and audience roles)

- \_\_\_\_\_ must remain in the fourth grade program next year
- \_\_\_\_\_ has mastered 4<sup>th</sup> grade level skills
- \_\_\_\_\_ exiting 4<sup>th</sup> to 5<sup>th</sup> grade

\_\_\_\_\_  
Guardian's  
Signature

\_\_\_\_\_  
Teacher's  
Signature

\_\_\_\_\_  
Date

**HARLAN COUNTY SCHOOLS  
FIFTH GRADE LEVEL EXIT CRITERIA**

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome.)

1. Apply abilities in language arts.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify, summarize).
  - b. Communications (present, persuade, collaborate, explain, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
2. Be able to read, write, speak, & listen for many purposes.
  - a. Be able to read & enjoy literature (prose, poetry).
  - b. Be able to use mass media (newspaper, magazines, radio, television, movies, Internet, CD-ROM).
  - c. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, create a model, & explain a process).
  - d. Be able to produce personal writing (narrative, memoir), literary writing (short story, poem, script), & transactive writing (letter, articles, etc.) & persuasive writing.
  - e. Possess technical skills:
    1. read/write/present: instructions, table, chart, thank-you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary, persuasive pieces (editorials, articles, speeches, letters)
    2. Technology: word processing database, desktop publishing, Internet, AV production

Content Standards

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (A.E.)  
1.1-1.4, 1.11, 1.12, 5.1-6.3)**

*READING*

**Reading Appreciation**

\_\_\_\_\_ reach individual Accelerated Reader goal

\_\_\_\_\_ **select & read a variety of materials for enjoyment**

**Reading Comprehension**

- \_\_\_\_\_ identify key elements of literature (plot, mood, setting)
- \_\_\_\_\_ name details of a setting
- \_\_\_\_\_ recognizes author's purpose of writing
- \_\_\_\_\_ summarizes plots
- \_\_\_\_\_ distinguishes between cause & effect
- \_\_\_\_\_ identifies similarities & differences
- \_\_\_\_\_ draws justified inferences from text
- \_\_\_\_\_ able to scan a reading selection to obtain the main idea & specific details
- \_\_\_\_\_ responds to (summarize, states main idea, stories, narratives, & non-fiction)

\_\_\_\_\_ able to determine the order of events in a paragraph

**Word Recognition**

- \_\_\_\_\_ reads fluently words that should be instantly recognized & understood
- \_\_\_\_\_ uses words that are spelled the same but have different meanings
- \_\_\_\_\_ uses context clues, phonics, structure, & dictionary skills to unlock unfamiliar words

**Reading Skills**

- \_\_\_\_\_ capable of reading in all subject area
- \_\_\_\_\_ develops & increased reading rate
- \_\_\_\_\_ uses sources of information
- \_\_\_\_\_ utilizes table of contents & indexes
- \_\_\_\_\_ open response with rubric

WRITING

**\_\_\_\_\_ uses proper spelling, punctuation, & capitalization**

- \_\_\_\_\_ uses proper paragraph format in multi-paragraph essays
- \_\_\_\_\_ uses legible cursive writing

\_\_\_\_\_ independently uses a pre-writing, revising, proofreading & publishing process

**Portfolio Pieces**

- \_\_\_\_\_ understands KY holistic scoring guide
- \_\_\_\_\_ write a personal narrative
- \_\_\_\_\_ write a letter
- \_\_\_\_\_ write a transactive piece
- \_\_\_\_\_ write a short story/poem/script/play
- \_\_\_\_\_ write a reflection
- \_\_\_\_\_ open response with rubric
- \_\_\_\_\_ on demand writing
- \_\_\_\_\_ uses only complete sentences in final draft
- \_\_\_\_\_ self edits for mechanics, spelling, usage, capitalization, & punctuation
- \_\_\_\_\_ rewrites enhancing the writing for style, paragraphing, word choice, & clarity
- \_\_\_\_\_ writes fully developed paragraphs
- \_\_\_\_\_ stories have a beginning, middle & end
- \_\_\_\_\_ stories include setting, characters, plot, conclusions
- \_\_\_\_\_ spells accurately in written work
- \_\_\_\_\_ keep a journal

**MATHEMATICS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome.)

1. Develop abilities in math.
  - a. Higher think (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Communications (present, persuade, collaborate, explain, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, complete the task).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
  - e. Use appropriate mathematical vocabulary.
2. Be able to apply math knowledge & skills to a variety of purposes.
  - a. Be able to solve complex problems with whole numbers using the five-step method (read problem, properly label, select operations, estimate solution, apply operations) & explain process.
  - b. Be able to conduct research (locate, observe/gather, present, analyze, conclude).
  - c. Be able to use graphs, charts, tables, calculators, & computers to solve multi-step problems (safely, effectively, efficiently, accurately).
  - d. Possess technical skill (These technical skills may be used in math classes but are not part of the math curriculum):
    - read/write/present: instructions, table chart, letter of request, letter of response, proposal, lab report, research report, summary
    - technology: word processing, spreadsheets, database, Internet, AV production
  - e. Be able to use mental math strategies for computation & estimation.

**MATH (A.E. 1.5-1.9, 2.7-2.13, 5.1-6.3)**

**Numbers & Counting**

- \_\_\_\_\_ count, read, write, & order numbers 0-1,000,000,000
- \_\_\_\_\_ order & compare numbers to 100,000,000
- \_\_\_\_\_ read, write, & compare decimals through the ten-thousandths
- \_\_\_\_\_ understand place value to nine digits
- \_\_\_\_\_ maintain the memory of the multiplication & division facts
- \_\_\_\_\_ write expanded form of a number
- \_\_\_\_\_ add 3 five digit numbers with regrouping
- \_\_\_\_\_ subtract using 4 digit numerals with regrouping
- \_\_\_\_\_ determine least common multiples

**Operations**

- \_\_\_\_\_ estimate sum, differences, & products of whole numbers & decimals by rounding
- \_\_\_\_\_ multiply using two & three digit numbers
- \_\_\_\_\_ divide using two digit numbers
- \_\_\_\_\_ add/subtract fractions with like denominators
- \_\_\_\_\_ find equivalent fractions
- \_\_\_\_\_ put fractions in lowest terms

- \_\_\_\_\_ add, subtract decimals to the hundredths
- \_\_\_\_\_ multiply decimals
- \_\_\_\_\_ round numbers through the nearest thousand
- \_\_\_\_\_ solve simple equations using variables

**Concepts**

- \_\_\_\_\_ understand the basic functions on a calculator
- \_\_\_\_\_ compare & order fractions & mixed numbers using <, >, or =, not =
- \_\_\_\_\_ compare & order decimals using <,>, or =, not =
- \_\_\_\_\_ writing equations
- \_\_\_\_\_ find & write rules for number patterns

**Time**

- \_\_\_\_\_ recognize, read, & write one minute intervals on a clock

**Money**

- \_\_\_\_\_ add & subtract money amounts using \$0.00 notation through \$100.00
- \_\_\_\_\_ make change through \$10.00
- \_\_\_\_\_ read & write using \$0.00 through \$10,000.00

**Measurement**

- \_\_\_\_\_ make, read, & explain graphs, tables & charts

- \_\_\_\_\_ know metric prefixes (kilo, centi, milli) & values
- \_\_\_\_\_ measure length, width, area & volume in standard & metric
- \_\_\_\_\_ demonstrate an understanding of range, mean, median, & mode
- \_\_\_\_\_ identify the number of faces, edges, & vertices of a geometric shape
- \_\_\_\_\_ measure 1/2 & 1/4 inch units
- \_\_\_\_\_ calculate area & perimeter of triangles & rectangles

**Geometry**

- \_\_\_\_\_ identify & measure acute, obtuse, & right angles
- \_\_\_\_\_ identify two & three dimensional geometric shapes & classify geometric shapes by attribute
- \_\_\_\_\_ use a protractor to draw & measure angles to the nearest degree
- \_\_\_\_\_ use a compass to construct a circle
- \_\_\_\_\_ measure the parts of a circle

**Probability**

- \_\_\_\_\_ understand counting techniques
- \_\_\_\_\_ understand how sample size affects outcome

**SCIENCE EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

3. Develop abilities in science.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Communicates (present, persuade, collaborate, explain, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
4. Be able to apply science knowledge & skills to a variety of purposes.
  - a. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusions).
  - b. Be able to conduct research (field research, library research, experimentation).
  - c. Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
  - d. Know how to preserve the earth (reuse, reduce, recycle, refuse).
  - e. Possess technical skills
    - i. Read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, research report, summary.
    - ii. Technology: word processing, database, Internet, AV production
  - f. Examine the role of science in explaining & predicting natural events (floods, earthquakes, volcanoes)
  - g. Demonstrate the role science plays in everyday life & explore careers in science.

**SCIENCE/HEALTH (A.E.**

**1.10, 2.1-2.6, 5.1-6.3)**

**Life Science/Animal Kingdom**

- \_\_\_\_\_ know the characteristics of the five classes of invertebrates
- \_\_\_\_\_ recognize that animals adapt to their environment
- \_\_\_\_\_ describe a food chain or food web
- Physical Science**
- \_\_\_\_\_ know that energy is consumed when it changes from one form to another

- \_\_\_\_\_ identify that heat can be transferred in 3 different ways
- \_\_\_\_\_ recognize that the sun is the primary source of energy on Earth
- \_\_\_\_\_ give examples of renewable & non-renewable resources
- \_\_\_\_\_ know the parts of an atom (neutron, proton, electron)

**Earth & Space**

- \_\_\_\_\_ know the cause & effect relationship between the sun's rays & the Earth

- \_\_\_\_\_ know that weather conditions are associated with fronts
- \_\_\_\_\_ know that weather conditions give rise to & are present during severe storms
- \_\_\_\_\_ describe a water cycle
- \_\_\_\_\_ design & conduct different kinds of scientific investigations to answer scientific questions
- \_\_\_\_\_ open response with rubric

**SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

1. Develop abilities in social studies.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - c. The quality process (plan, draft, analyze, & revise when producing products).
2. Be able to apply social studies knowledge & skills to a variety to purpose.
  - a. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position, create a model & explain a process).
  - b. Be able to relate social studies to your life.
    - view life from other perspectives & others' point of view
    - understand that human needs are met through interaction in & among social groups (family, school, teams).
    - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world
    - explain the causes & effects key forces have on you, the present, the future
    - use the past & present (other cultures & other places) to solve problems & make decisions

- relate current events to your life (know sources related to current events, be able to talk about current events)
- c. Possess technical skills
  - read/write/present instructions, table, chart, time lines, thank you letter, letter of request, letter of response inquiry, proposal, lab report, checklist, research report, summary, persuasive pieces (editorials, articles, speeches, letters).
  - technology word processing, database, Internet, AV production

## **SOCIAL STUDIES (A.E. 2.14, 2.21, 2.29, 2.32,3.1-4.6, 5.1-6.3)**

### **Geography**

- \_\_\_ relate features of a globe to Earth's geographic regions
- \_\_\_ know how latitude & longitude is used to locate places & separate time zones
- \_\_\_ differentiate the major landforms & bodies of water on the Earth
- \_\_\_ interpret information on a map using a scale, compass, & key
- \_\_\_ compare characteristics of maps to their uses.
- \_\_\_ identify characteristics of major regions of the United States

### **History**

- \_\_\_ recognize important events in the early history of North America
- \_\_\_ explore important figures & events in the colonization of the United States
- \_\_\_ identify factors affecting the settlement of New England & the Middle Colonies
- \_\_\_ recognize figures & events of the pre-Revolutionary period
- \_\_\_ identify major reasons & events of the Revolutionary War
- \_\_\_ recognize developments in American government

### **Civics**

- \_\_\_ analyze the contents of the Declaration of Independence, Bill of Rights, & U.S. Constitution
- \_\_\_ identify contents of the Articles of Confederation
- \_\_\_ identify branches of the federal government as set forth by the Constitution
- \_\_\_ understand how the democratic process can be used to affect change

### **Economics**

- \_\_\_ understand changes in the economic system of the United States over time
- \_\_\_ recognize the impact of economic factors on decisions made by individuals, businesses, & government in the United States
- \_\_\_ understand the basic components of the economic system in the United States

### **Culture**

- \_\_\_ know current & past cultures of the U.S.
- \_\_\_ know what life was like for people when key influences on U.S. history occurred
- \_\_\_ know about the culture of Native Americans
- \_\_\_ compare how individuals & different cultural groups contributed to the development & expansion of the U.S.
- \_\_\_ understand the contributions of women & minorities to the development of the U.S.

### **Patterns of Change**

- \_\_\_ be able to describe the key influences of U.S. history from the perspectives in which they occurred
- \_\_\_ be able to place key influences on U.S. history upon a timetable

## **ARTS & HUMANITIES**

### **PHYSICAL EDUCATION/DANCE (A.E. 1.7, 1.15, 2.22-2.26, 2.31, 2.33-2.35, 3.2)**

#### **Dance Elements**

- \_\_\_ demonstrate the ability to perform a dance alone, with a partner, & in a small group using the three elements of movement (space, time, force)
- \_\_\_ create a dance using the elements of dance
- \_\_\_ describe how locomotor (walk, run, hop, jump, leap, skip, slide, gallop) & nonlocomotor (bend, stretch, twist, swing) movements are used to create simple dances

#### **Personal Wellness**

- \_\_\_ explain the relationship of exercise to fitness & wellness
- \_\_\_ explain concepts of muscular strength & endurance, flexibility, & cardiorespiratory endurance
- \_\_\_ perform stretching, strengthening, & cardiorespiratory exercises

#### **Psychomotor Skills**

- \_\_\_ improve competency & consistency in performing locomotor (walk, run, hop) & nonlocomotor (push, pull, twist, turn, curl, stretch, balance) skills in games & sports
- \_\_\_ demonstrate movement concepts as they are used in various games & activities (space, awareness, effort, relationship that occurs between objects & individuals)
- \_\_\_ exhibit motor skills with fundamental locomotor movement (walk, run, hop) in the performance of games & sports
- \_\_\_ create & perform a dance as a member of a small or large group

#### **Lifetime Activities**

- \_\_\_ refine practice techniques to achieve consistency for a variety of physical activities
- \_\_\_ demonstrate sportsmanship (complying with rules, responding appropriately) in games & sports activities
- \_\_\_ investigate the benefits of participation in leisure, recreational, & competitive physical activity

## **VISUAL ARTS (A.E. 1.13, 2.22-2.27)**

- \_\_\_ open response with rubric
- \_\_\_ express ideas, images, or patterns utilizing elements of art (line, shape, color, form, texture, space, value) & principles of design (balance, emphasis, pattern)
- \_\_\_ analyze how elements of art & principles of design are used in a variety of art works
- \_\_\_ use a variety of media & art processes to produce two & three dimensional works of art
- \_\_\_ create products that demonstrate forms of art from diverse cultures

Sixth Grade Yr: \_\_\_\_\_ - \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_

**MUSIC (A.E. 1.14, 2.22-2.27)**

**Elements of Music**

- \_\_\_ express elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through, singing, instrument playing, moving, listening, reading, writing, & creating
- \_\_\_ analyze how elements of music are used in performing, listening to, & /or creating music
- \_\_\_ create music with developmentally appropriate performance techniques, practices, & music elements to communicate ideas & emotions
- \_\_\_ create a simple composition using the elements of music

**Historical & Cultural Context**

- \_\_\_ describe music of diverse cultures, periods, & styles using appropriate terminology
- \_\_\_ create products to demonstrate music from diverse cultures, periods, & styles

**DRAMA (A.E. 2.22, 2.23, 2.24)**

**Elements of Drama**

- \_\_\_ analyze the elements of drama such as plot, character, visuals (scenery, costumes, props, make-up) & acting (voice, expression, diction, projection) in a variety of dramatic works
- \_\_\_ collaborate with others to create simple dramatic works using the elements of drama
- \_\_\_ reflect on, interpret, & revise own work & /or works of others

**Historical & Cultural Context**

- \_\_\_ communicate recognition of specific cultures, periods, & styles within dramatic works
- \_\_\_ examine the effects of time, place, & personality on dramatic works

\_\_\_ must remain in the fifth grade program next year

\_\_\_ has mastered 5<sup>th</sup> grade level skills

\_\_\_ exiting 5<sup>th</sup> to 6<sup>th</sup> grade

\_\_\_\_\_  
Guardian Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**HARLAN COUNTY SCHOOLS  
GRADE 6 LEVEL EXIT CRITERIA**

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

1. Develop abilities in language arts.
  - a. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify, summarize).
  - b. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze and revise when producing products).
2. Be able to read, write, speak, and listen for a variety of purposes.
  - a. Be able to use literature (mythology, novels, essays).
  - b. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
  - c. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, create a model and explain a process).
  - d. Be able to produce analyze, and respond to personal writing (narrative, memoir), literary writing (short story, poem, script), transactive writing (letter, article, editorial, etc.), and persuasive writing using set criteria (i.e., rubric, scoring guide).
  - e. Possess technical skills:  
 -read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, persuasive pieces (editorials, articles, speeches, letters).

**-technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production**

*Content Standards*

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (1.2, 2.22, 2.24, 2.25, 1.11, 1.3, 1.4, 1.12, 1.1, 1.16)**

**READING**

Reading Skills

- \_\_\_ know purposes for the four types of reading: information, literature, persuasion, & practical/workplace
- \_\_\_ scan to find key information
- \_\_\_ skim to get the gist of a passage
- \_\_\_ formulate questions to guide reading
- \_\_\_ draw conclusions & make generalizations about what is read
- \_\_\_ reflect on & evaluate what is read
- \_\_\_ know the meanings of common prefixes & suffixes in order to decode unfamiliar words
- \_\_\_ identify words which have multiple meanings & select appropriate meaning for the context
- \_\_\_ use knowledge of synonyms, antonyms, & homonyms for the purpose of comprehending text
- \_\_\_ connect information from a passage to students lives and/or real world issues
- Reading Informational (25%)
- \_\_\_ apply knowledge of organizational patterns: cause & effect, comparison, contrast, and/or sequence
- \_\_\_ identify supporting details & identify their importance in a passage
- \_\_\_ summarize information from a passage
- Literature (40%)
- \_\_\_ identify figurative language such as similes, metaphors, personification, & hyperbole
- \_\_\_ analyze the relationship between events in a story & a character's behavior
- \_\_\_ explain how a conflict in a passage is resolved
- Persuasion (15%)
- \_\_\_ identify the author's opinion about a subject
- \_\_\_ identify commonly used persuasive techniques
- \_\_\_ identify the argument & supporting evidence

- \_\_\_ distinguish between informative & persuasive passages
- \_\_\_ distinguish between fact & opinion
- \_\_\_ identify bias and/or misinformation
- \_\_\_ apply knowledge of organizational patterns (cause and effect, comparison, contrast, sequence) to understand a passage
- Practical Workplace (20%)
- \_\_\_ identify the sequence of activities needed to carry out a procedure
- \_\_\_ explain the relationship between organizational aids and/or graphics (pictures, charts, graphs) & the content of a practical reading passage
- \_\_\_ interpret the use of specialized words & terms
- \_\_\_ locate & apply information for a specific purpose

**WRITING**

Writing Process/Products

- \_\_\_ open response with rubric
- \_\_\_ demonstrate writing process steps
- \_\_\_ graphics organizers

Portfolio Pieces

- \_\_\_ transactive piece
- \_\_\_ KY Holistic Scoring Guide
- \_\_\_ open response
- \_\_\_ on-demand writing
- \_\_\_ personal narrative
- \_\_\_ short story
- \_\_\_ poem
- \_\_\_ play
- \_\_\_ journal/learning logs
- \_\_\_ writing to show knowledge in content area

Purpose Audience

- \_\_\_ write with sense of audience
- \_\_\_ write with sense of purpose
- \_\_\_ write with sense of voice
- \_\_\_ write with sense of tone

Idea Development and Support

- \_\_\_ write with fluency
- \_\_\_ write a topic sentence with elaborate supporting details
- \_\_\_ writing demonstrates students ability to reflect, make connections, draw conclusions, or

- make applications to previous knowledge, specific situations or scenarios
- \_\_\_ connect pre-existing knowledge to expand new learning
- \_\_\_ demonstrates the ability to make connections
- Organization
- \_\_\_ arrange ideas in a subtle logical sequence (sentences)
- \_\_\_ be able to organize paragraphs & compositions which demonstrate logical idea development support of topic with transitions
- \_\_\_ combine sentences to construct more complex sentences
- \_\_\_ demonstrate sense of focus & purpose through writing
- Language
- \_\_\_ use precise, rich language
- \_\_\_ use effective, descriptive language choices
- \_\_\_ choose correct & effective words
- Grammar
- \_\_\_ identify & construct: simple, compound, complex sentences
- Identify sentence parts
- \_\_\_ subject
- \_\_\_ predicate
- \_\_\_ indirect object
- \_\_\_ direct object
- \_\_\_ prepositional phrase
- \_\_\_ independent clauses
- \_\_\_ subordinate clauses
- \_\_\_ predicate noun
- \_\_\_ predicate object
- \_\_\_ identify four types of sentences
- \_\_\_ subject verb agreement
- \_\_\_ subject verb agreement in inverted order
- Parts of Speech: Know
- Nouns:
- \_\_\_ common/proper
- \_\_\_ singular
- \_\_\_ plural
- \_\_\_ concrete
- \_\_\_ abstract
- Verbs:
- \_\_\_ principle parts
- \_\_\_ verb tenses
- \_\_\_ action/linking

Sixth Grade Yr: _____ - _____	Student _____	Teacher _____
____ mental/physical	____ commas, colons, semicolons	____ apply appropriate nonverbal techniques to enhance communication
____ verb phrases	____ capitalization	____ present information using appropriate delivery techniques
____ irregular verbs	____ use quotation marks in dialogue	____ analyze effectiveness & purposes of oral messages & audience responses
Pronouns:	<u>Spelling</u>	____ collaborate to gather & interpret information from observing, speaking, & listening & to prepare & deliver messages & products
____ personal/possessive	____ spell words correctly	____ apply listening, speaking & observing skills to conduct authentic independent inquiry tasks in order to create products
____ reflexive	<u>Research Skills</u>	<u>Penmanship</u>
____ subject/object	____ appropriate use of dictionary, thesaurus, technology, atlas, almanacs, maps, & graphs (print & non-print forms)	____ write neatly & legibly
____ interrogative	<u>Speaking, Listening/Observing</u>	
Adjectives:	____ student demonstrates appropriate auditory comprehension	
____ comparative/superlative	____ engage in informal communication	
____ proper	____ practice appropriate verbal behaviors for a variety of audiences, purposes, & situations	
____ articles (a, an, the)		
Adverbs:		
____ comparative/superlative		
<u>Correctness</u>		
____ punctuate the four types of sentences		

**MATHEMATICS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

1. Develop abilities in math.
  - a. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify, summarize).
  - b. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze and revise when producing products).
2. Be able to apply math knowledge & skills to a variety of purposes.
  - f. Be able to use a variety of strategies in the problem-solving process (patterns, tables, diagrams, simplify, brainstorm, guess and check) in a step-by-step manner (research, thesis, support, recommendations).
  - g. Be able to conduct research (locate, observe/gather, present, analyze, conclude).
  - h. Be able to use proper technique (pencil-paper, mental math, calculators, computers, and other technology) to assist problem-solving (safely, effectively, efficiently, accurately) and to create, evaluate, solve problems with graphs, charts, and tables.
  - i. Possess technical skill (These technical skills may be used in math classes but are not part of the math curriculum):
    - read/write/present: instructions, table chart, lab report, specifications, proposal, letters ( complaint, recommendation), manual, form, checklist, technical research, bid, technical analysis, summary
    - technology: word processing, spreadsheets, database, desktop publishing, Internet, search tools, AV production
  - j. Be able to use mathematical terminology and notation

**MATH (A.E. 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13)**

Number/Computation (2.7, 2.8, 2.11, 2.12)

- \_\_\_\_ understand rational numbers
  - \_\_\_\_ fractions
  - \_\_\_\_ decimals
  - \_\_\_\_ percents
- \_\_\_\_ consumer applications
- \_\_\_\_ understand irrational numbers
  - \_\_\_\_ square roots
  - \_\_\_\_ pi
- \_\_\_\_ understand properties
  - \_\_\_\_ real-life applications
- \_\_\_\_ determine inverse operations
  - \_\_\_\_ add/subtract
  - \_\_\_\_ multiply/divide
- \_\_\_\_ demonstrate exponents
  - \_\_\_\_ scientific notation
  - \_\_\_\_ place value

- \_\_\_\_ identify prime/composite numbers
  - \_\_\_\_ factors (GCF)
  - \_\_\_\_ multiples (LCM)
- \_\_\_\_ utilize estimation (rounding) techniques/strategies
  - \_\_\_\_ large & small quantities
  - \_\_\_\_ computation skills
- \_\_\_\_ application of properties
  - \_\_\_\_ commutative
  - \_\_\_\_ associative
  - \_\_\_\_ distributive
  - \_\_\_\_ show relationship
- \_\_\_\_ open response with rubric
- Geometry/Masurement (2.8, 2.9, 2.10, 2.11)
- \_\_\_\_ derive & use formulas for various rates
  - \_\_\_\_ distance/time
  - \_\_\_\_ miles per hour
  - \_\_\_\_ volume
  - \_\_\_\_ surface area

- \_\_\_\_ represent functions through input/output
- \_\_\_\_ know algebraic terminology
- \_\_\_\_ simplify algebraic expressions
- \_\_\_\_ solve problems involving substitutions
- Probability and Statistics (2.8, 2.9, 2.11, 2.13)
- \_\_\_\_ collect, organize, analyze & interpret data
- \_\_\_\_ circle graphs, line graphs, bar graphs
- \_\_\_\_ select an appropriate graph to represent given data & justify its use
- \_\_\_\_ compare data from various types of graphs
- \_\_\_\_ recognize that statistics can be interpreted in many ways
  - \_\_\_\_ mean
  - \_\_\_\_ median
  - \_\_\_\_ mode
  - \_\_\_\_ range
- \_\_\_\_ investigate & explain the role of probability in everyday decision making

Algebraic Ideas (2.7, 2.8, 2.9, 2.10, 2.11, 2.12)

**SCIENCE EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

5. Develop abilities in science.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, decide, relate, interpret, simplify).
  - b. Communication (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
6. Be able to apply science knowledge & skills to a variety of purposes.
  - a. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusions).
  - b. Be able to conduct research (field research, library research, experimentation).
  - c. Be able to use scientific equipment appropriately (balances, microscopes, meter sticks, beakers).
  - d. Apply knowledge of the relationship between humans, the environment, and the earth's resources (pollution, conservation) to improve the environment.
  - e. Be able to use technology and mathematics in scientific investigations.

- i. Read/write/present: instructions, table, chart, reports (progress, research, lab), proposal, letters (complaint, request, response), manual, checklist, pamphlet, bid, technical analysis, summary.
  - ii. Technology: word processing, database, desktop publishing
7. Be able to communicate designs, procedures, and results of scientific investigations (models and scales).

*SCIENCE (A.E. 2.1- 2.6)*

Scientific Inquiry (2.1)

- \_\_\_\_\_ be able to solve problems using the scientific method
- \_\_\_\_\_ be able to conduct field & library research & experimentation
- \_\_\_\_\_ be able to use scientific equipment appropriately
- \_\_\_\_\_ be able to integrate technology & mathematics in scientific investigations to enhance the gathering & manipulation of data
- \_\_\_\_\_ be able to communicate & defend a scientific argument
- \_\_\_\_\_ be able to understand that scientific history & knowledge influence the design & interpretation of investigations
- \_\_\_\_\_ be able to evaluate results of investigations of other scientists
- \_\_\_\_\_ be able to understand that scientific investigations are conducted for a wide variety of reasons
- \_\_\_\_\_ open response with rubric
- \_\_\_\_\_ analyze properties of matter
- \_\_\_\_\_ describe changes in properties of matter
- \_\_\_\_\_ determine boiling point of different substances
- \_\_\_\_\_ recognize that different substance have different freezing points
- \_\_\_\_\_ evaluate gravitational forces & their effect on objects at rest & in motion
- \_\_\_\_\_ differentiate Newton's Laws of Motion
- \_\_\_\_\_ measure forces on objects (i.e. velocity, speed, acceleration, momentum, constant speed, friction, gravity)
- \_\_\_\_\_ recognize & separate different types of mixtures
- \_\_\_\_\_ investigate transfer of energy (e.g. heat, light, electricity, mechanical motion, sound)
- \_\_\_\_\_ differentiate between the characteristics that identify compounds & their components
- \_\_\_\_\_ differentiate how elements combine in a multitude of ways to produce compounds
- \_\_\_\_\_ classify substances into categories based upon their reactions
- \_\_\_\_\_ predict conservation of mass within chemical reactions
- \_\_\_\_\_ recognize that chemical elements do not break down during normal laboratory reactions
- \_\_\_\_\_ analyze & differentiate between physical & chemical changes
- \_\_\_\_\_ describe the motion of an object can be described by its position, directions of motion, & speed
- \_\_\_\_\_ demonstrate that an object is subjected to balanced forces will remain at rest or will continue to move at a constant speed & in a straight line
- \_\_\_\_\_ recognize that unbalanced forces will cause changes in the speed or direction of an objects' motion
- \_\_\_\_\_ demonstrate how vibrations in materials set up wave like disturbances that spread away from the source
- \_\_\_\_\_ recognize that energy is a property of many substances & is associated with heat, light, electricity, mechanical motion, sound, nuclei, & the nature of a chemical
- \_\_\_\_\_ demonstrate the many ways energy is transferred
- \_\_\_\_\_ infer that heat moves in predictable ways

Physical Science (2.2-2.6)

- \_\_\_\_\_ identify how light interacts with matter by transmission
  - \_\_\_\_\_ analyze how the Sun's energy arrives as light with a range of wave lengths
  - \_\_\_\_\_ demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, & chemical changes are produced
- Earth Science (2.1-2.6)
- \_\_\_\_\_ understand the layers of the Earth
  - \_\_\_\_\_ investigate Earth's systems
  - \_\_\_\_\_ analyze Earth's history
  - \_\_\_\_\_ understand constructive & destructive forces relative to landforms
  - \_\_\_\_\_ understand patterns of earthquakes, volcanoes, & deposition
  - \_\_\_\_\_ understand the rock cycle
  - \_\_\_\_\_ recognize products of the rock cycle each having different chemical composition & texture
  - \_\_\_\_\_ understand the water cycle
  - \_\_\_\_\_ understand methods of transportation of minerals to the ocean
  - \_\_\_\_\_ understand composition of atmosphere & how it supports all human life
  - \_\_\_\_\_ understand how the water cycle affects patterns of weather & climate
  - \_\_\_\_\_ understand the Sun is a major source of energy for the Earth
  - \_\_\_\_\_ understand how the Sun's energy affects the growth of plants, winds, ocean currents, & the water cycle
  - \_\_\_\_\_ understand that tilt of the Earth on its axis & how that affects the changing of the seasons
  - \_\_\_\_\_ recognize that small changes in the atmosphere can significantly affect the Earth's climate if the change lasts long enough
  - \_\_\_\_\_ recognize the environmental conditions & life changes that fossils provide
  - \_\_\_\_\_ understand the components of our solar system including the nine planets, their composition, size, structure, & surface features & orbital pattern
  - \_\_\_\_\_ understand the role the sun plays in determining the characteristics of a planet
  - \_\_\_\_\_ recognize that large numbers of asteroids & comets also orbit the Sun
  - \_\_\_\_\_ understand how the orbit of objects in the solar system is what determines the day, year & also eclipses
  - \_\_\_\_\_ understand that gravity is what keeps the planets in motion around the sun
  - \_\_\_\_\_ understand the size of our Sun as a star
  - \_\_\_\_\_ be able to recognize its location & shape in the universe
- Life Science (2.2-2.6)
- \_\_\_\_\_ open response with rubric
  - Investigate Organisms' Structure
    - \_\_\_\_\_ cells
    - \_\_\_\_\_ tissues
    - \_\_\_\_\_ organs
    - \_\_\_\_\_ organ systems
  - Investigate Organisms' Function
    - \_\_\_\_\_ cells
    - \_\_\_\_\_ tissues
    - \_\_\_\_\_ organs
    - \_\_\_\_\_ organ systems
  - Investigate Organisms' Growth
    - \_\_\_\_\_ cells
    - \_\_\_\_\_ tissues
    - \_\_\_\_\_ organs
    - \_\_\_\_\_ organ systems

- \_\_\_\_\_ cells
- \_\_\_\_\_ tissues
- \_\_\_\_\_ organs
- \_\_\_\_\_ organ systems
- Analyze Reproduction
  - \_\_\_\_\_ asexual
  - \_\_\_\_\_ sexual
- Examine roll of genetics within living organisms
  - \_\_\_\_\_ heredity
  - \_\_\_\_\_ DNA
  - \_\_\_\_\_ genes/traits
  - \_\_\_\_\_ innate/acquired behaviors
- Analyze regulation of physiological change & behavioral adaptations
  - \_\_\_\_\_ homeostasis
  - \_\_\_\_\_ adaptations
  - \_\_\_\_\_ energy relationships/transfers through ecosystems
  - \_\_\_\_\_ populations
  - \_\_\_\_\_ environmental issues
  - \_\_\_\_\_ extinction
- Applications/Connections in Science (2.2-2.6)
  - \_\_\_\_\_ describe the effects of science & technology on today's society
  - \_\_\_\_\_ explore science careers
  - \_\_\_\_\_ investigate the importance of scientific discoveries in world history
  - \_\_\_\_\_ recognize the role of science in populations, issues related to resources, & environmental changes

**PRACTICAL LIVING/HEALTH (A.E. 2.29, 2.30, 2.31, 2.32, 2.33) \*Can be integrated into other content areas**

- \_\_\_\_\_ open response with rubric
- Individual Well Being (2.29)
  - \_\_\_\_\_ practice group processing strategies (e.g. collaboration) (s.s. & 1.a.)
  - \_\_\_\_\_ practice conflict resolution strategies (s.s & 1.a.)
  - \_\_\_\_\_ describe the structure & functions of body systems (e.g. reproductive, digestive, & circulatory) (science)
  - \_\_\_\_\_ identify abstinence as the only sure means of preventing pregnancy & STD's (science)
- Consumer Decisions (2.30)
  - \_\_\_\_\_ compare products by price, quality, & availability to make informed decisions (math & 1.a.)
  - \_\_\_\_\_ consider environmental issues when making consumer decisions (science)
  - \_\_\_\_\_ describe budgeting procedures for achieving short & long-term goals (math)
- Personal Wellness (2.31)
  - \_\_\_\_\_ recognize the strategies to maintain personal safety in the area of traffic & transportation related areas
  - \_\_\_\_\_ practice basic first aid for a variety of life threatening emergencies (e.g. choking, shock, poisoning)
  - \_\_\_\_\_ describe how diet, exercise, rest, & other choices affect body systems & the way they work together to maintain health
  - \_\_\_\_\_ describe the role of nutrients needed for proper growth & development
  - \_\_\_\_\_ identify & implement how dietary guidelines, the food pyramid, & other nutrition resources are used in making daily food choices

Sixth Grade Yr: \_\_\_\_\_ - \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_

\_\_\_\_\_ determine the impact of how diet, exercise, rest & other nutritious choices affect appearance, performance, & disposition  
 \_\_\_\_\_ describe the effects of diet, exercise & rest on body systems  
 \_\_\_\_\_ recognize the risk factors, transmission & prevention of communicable diseases (e.g. hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STD's) & the impact of those diseases on personal health  
 \_\_\_\_\_ describe risk factors for non-communicable diseases among adolescents (e.g. cancer, diabetes, high blood pressure).  
 \_\_\_\_\_ practice the disease prevention strategies of communicable diseases (e.g. colds, hepatitis, influenza, TB, mononucleosis, AIDS/HIV/STD's)  
 \_\_\_\_\_ identify consequences & risks of adolescents behavioral choices (e.g. tobacco, alcohol, & other drug use, sexual involvement, violent behaviors) & alternatives to situations faced by adolescents  
Mental Wellness (2.32)  
 \_\_\_\_\_ recognize the symptoms, cause, & treatment of mental illness (e.g. depression, anxiety)  
 \_\_\_\_\_ assess consequences & risks of choices & actions of smoking, drinking & other drug use of adolescents & how they affect physical & emotional health  
 \_\_\_\_\_ identify the resources that are available to fight drug addiction (e.g. guidance, FRYSC, drug counselor)

\_\_\_\_\_ explain the effects of eating disorders on individuals & their families & their need for counseling for healthy body image  
 \_\_\_\_\_ practice strategies for dealing with peer pressure, managing stressful situations, & preventing violence  
 \_\_\_\_\_ practice time management & decision making strategies for stressful situations (test taking, deadlines, etc.)  
 \_\_\_\_\_ practice setting long term goals to promote mental & emotional health  
Community Services (2.33)  
 \_\_\_\_\_ identify the health & safety hazards encountered by adolescents (e.g. explosives, firearms, hazardous waste)  
 \_\_\_\_\_ recognize services & resources available in the communities (e.g. health dept., vol. Health org.)  
 \_\_\_\_\_ recognize the relationships of governmental standards (e.g. OSHA, inspections) as they relate to health & safety  
 \_\_\_\_\_ describe the role of individuals & society in preserving resources  
 \_\_\_\_\_ recognize the health-related problems in local, state, national & international communities  
 \_\_\_\_\_ open response with rubrics

**PRACTICAL LIVING/PHYSICAL EDUCATION (A.E. 2.31, 2.34, 2.35)**  
Personal Wellness (2.31)

\_\_\_\_\_ describe body changes following regular participation in physical activity  
 \_\_\_\_\_ relate impact of exercise & nutritional practices on the way adolescents look, feel, & perform  
 \_\_\_\_\_ relate benefits of exercise & fitness to physical development  
 \_\_\_\_\_ evaluate their own health related fitness  
 \_\_\_\_\_ monitor intensity of exercise (e.g. resting, heart rate, recovery time)  
 \_\_\_\_\_ apply principles of fitness training & conditioning in activities  
 \_\_\_\_\_ identify the impact of exercise & nutritional practices on adolescent's looks, feelings & performance  
Psychomotor Skills (2.34)  
 \_\_\_\_\_ applies movement concepts in various games & sports activities  
 \_\_\_\_\_ demonstrates principles of motor skill refinement  
 \_\_\_\_\_ develop transitional motor skills for participation in games, activities, & rhythmic movements (baseball, soccer, basketball)  
 \_\_\_\_\_ analyze object manipulation to make recommendations for improvement  
Lifetime Activity (2.35)  
 \_\_\_\_\_ demonstrates sportsmanship  
 \_\_\_\_\_ demonstrates techniques & skills related to performance in games/sports  
 \_\_\_\_\_ identify benefits of regular participation in leisure, recreational, & competitive physical activity

**SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

3. Develop abilities in social studies.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Communications (present, demonstrate, collaborate, explain, defend, recommend) using appropriate vocabulary.
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
4. Be able to apply social studies knowledge & skills to a variety to purpose.
  - a. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position, create a model & explain a process).
  - b. Be able to relate social studies to your life.

**SOCIAL STUDIES (A.E. 1.2, 1.11, 2.14, 2.16, 2.17, 2.18, 2.19, 2.20, GOALS 3,4,5,6)**

Geography

\_\_\_\_\_ open response with rubric  
 \_\_\_\_\_ be able to use a globe to show your knowledge of the earth  
 \_\_\_\_\_ be able to use charts and maps to show land and water forms  
 \_\_\_\_\_ be able to develop charts and maps which show key information, such as population, resources, climate, and vegetation  
 \_\_\_\_\_ be able to develop charts, maps, and graphs to depict change over time  
 \_\_\_\_\_ be able to develop maps, charts, and graphs which show views of the earth at key points in history  
 \_\_\_\_\_ be able to locate important information on maps, such as population, resources, climate, vegetation and forms, and water masses  
 \_\_\_\_\_ be able to use latitude and longitude to locate  
 \_\_\_\_\_ be able to state and support opinions about the earth based on globes, charts, maps, and graphs

\_\_\_\_\_ know physical characteristics of the world which have been key influences in shaping cultures  
 \_\_\_\_\_ be able to compare the government and cultures of others with your own and relate cultures of their geographical settings  
 \_\_\_\_\_ know how the earth has changed physically, including causes and effects  
 \_\_\_\_\_ know how different cultures have changed the world's geography  
 \_\_\_\_\_ know techniques and strategies which have been used to protect and manage the environment  
 \_\_\_\_\_ be able to predict future changes in the earth  
 \_\_\_\_\_ know the five themes of geography (location, place, human-environment interaction, movement, region).  
 \_\_\_\_\_ be able to apply the five themes to each of the regions studies.  
 \_\_\_\_\_ be able to interpret how the five themes affect the culture of each region of study  
History  
 \_\_\_\_\_ know key civilizations  
 \_\_\_\_\_ know about key world cultures  
 \_\_\_\_\_ know about the daily life of people within key civilizations

\_\_\_\_\_ know about key people, events, inventions, and discoveries within a given culture  
 \_\_\_\_\_ know how archaeological evidence is essential in the study and interpretation of history and the earliest civilizations  
 \_\_\_\_\_ know key influences on history and their sequence of occurrence  
 \_\_\_\_\_ possess a logical sense of what life was like when key influences occurred.  
 \_\_\_\_\_ know causes and effects of key influences  
Economics  
 \_\_\_\_\_ know the free trade system  
 \_\_\_\_\_ be able to understand the implication of supply and demand  
 \_\_\_\_\_ know the basic economic questions which producers must consider (what to produce, how to produce it, and who will consume it)  
 \_\_\_\_\_ know how people, events, forces, and inventions have affected the economy (i.e. competition, war, unemployment)  
 \_\_\_\_\_ know how specialization and division of labor effect the economy  
 \_\_\_\_\_ know how technology affected economies  
 \_\_\_\_\_ know why short-term gains often cause long-term losses  
 \_\_\_\_\_ know the work people did and the sacrifices they made to be successful

**DANCE EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in dance.
  - a. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - b. Communications (express emotion, listen, respond).
  - c. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - d. The quality process (plan, draft, improvise, rehearse, critique, and revise when producing products).
2. Be able to apply abilities within dance to a variety of purposes.
  - a. Understand and recognize that dance is a way of expressing the culture and history of a particular group of people.
  - b. Be able to use movement ideas to compare a dance.
  - c. Be able to create and perform a creative dance and/or a folk dance.
  - d. Be able to create and perform with a partner a dance that has a theme.
  - e. Be able to communicate an idea through dance with a unified beginning, middle, and end.
  - f. Be able to perform a folk dance.

**DANCE (A.E. 1.15, 2.22-2.26)**

\_\_\_\_\_ know how various size and focus elements can affect the meaning of dance (space)  
 \_\_\_\_\_ know how the various time elements can contribute to the meaning of a dance (duration, rhythmic patterns, accent)  
 \_\_\_\_\_ know various ways to express tension or relaxation in dance  
 \_\_\_\_\_ know how heavy or light dance movements can affect a dance

\_\_\_\_\_ know and be able to explain the principles of contrast  
 \_\_\_\_\_ Be able to identify the call and response and narrative compositional forms of dance  
 \_\_\_\_\_ know the basic dance steps of the step-hop and the grapevine  
 \_\_\_\_\_ know how push and pull can affect various dance movements  
 \_\_\_\_\_ be able to keep your balance while standing or posing in many different positions

\_\_\_\_\_ know the role of dance in various cultures and time periods  
 \_\_\_\_\_ know the movements and styles that are characteristic of dances with Greek origins  
 \_\_\_\_\_ know that dances are often recreational (e.g. square dance, tap)  
 \_\_\_\_\_ know basic steps and body positions of different square dances

**DRAMA/THEATRE EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in drama/theatre.
  - a. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - b. Communications (express emotion, listen, respond).
  - c. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - d. The quality process (plan, draft, improvise, rehearse, critique, and revise when producing products).
2. Be able to apply abilities within drama/theatre to a variety of purposes.
  - a. Be able to express emotion and meaning through dramatic performances.
  - b. Understand and recognize that drama/theatre is a way of expressing the culture and history of a particular group of people.
  - c. Be able to use electronic media.
  - d. Be able to appropriate the connections between drama/theatre and other arts and humanities.
  - e. Be able to use different dramatic elements to compare various theatrical performances.

**DRAMA/THEATRE (A.E. 2.22-2.26)**

\_\_\_\_\_ be able to create various characters and environments (e.g. place, time, atmosphere/mood), for a script.  
 \_\_\_\_\_ understand how to create scripted scenes based on personal experiences  
 \_\_\_\_\_ be able to select interrelated characters, environments, and situations for various types of dramatizations  
 \_\_\_\_\_ understand how description, dialogue, and actions are used to justify the motivation of different characters  
 \_\_\_\_\_ be able to use acting skill (e.g. body alignment, control of isolated body parts) to develop basic characterizations  
 \_\_\_\_\_ be able to interact as an invented character in improvised and scripted scenes

\_\_\_\_\_ understand how the turning point affects the plot development of a dramatization.  
 \_\_\_\_\_ understand theme and how it impacts a scripted scene  
 \_\_\_\_\_ understand that theme and language provide additional information about the plot  
 \_\_\_\_\_ understand character motivations in specific dramatic works  
 \_\_\_\_\_ understand how empathy affects the expression of emotions  
 \_\_\_\_\_ know that a character can be represented in many forms (e.g. person, animal, entity).  
 \_\_\_\_\_ understand how various scenery choices can support the plot in dramatic performances  
 \_\_\_\_\_ be able to plan visual elements for improvised scenes or classroom dramatizations  
 \_\_\_\_\_ be able to develop focused ideas for the environment of a production using visual

elements and visual principles (e.g. repetition, balance, emphasis, contrast, unity).  
 \_\_\_\_\_ understand and apply knowledge of stage directions (e.g. persedium, stage right, stage left, upstage, downstage)  
 \_\_\_\_\_ know that there are different types of staging for various productions  
 \_\_\_\_\_ be able to critique improvisations using dramatic elements and terminology  
 \_\_\_\_\_ be able to explore character behaviors based on observations, ethical choice, and emotional responses.

**MUSIC EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in dance.
  - a. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - b. Communications (express emotion, listen, respond).
  - c. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - d. The quality process (imitate, explore, notate, improvise, revise rehearse).
3. Be able to read, write, perform, and listen to music for a variety of purposes.
  - a. Be able to express emotion and meaning through music as an essential and integral part of human existence.
  - b. Understand other cultures through music by listening, singing, and playing instruments.
  - c. Know that music is “the universal language”.
  - d. Be able to sing and play, listen to and enjoy music.
  - e. Be able to use electronic media.
  - f. Be able to appreciate musical heritage.
  - g. Be able to appreciate the connections between music and the other arts and humanities.

- h. Be able to read music notation.
- i. Understand advanced elements of music through group performance.

**MUSIC (A.E. 1.14, 2.21-2.27)**

\_\_\_\_\_ be able to express emotion and meaning through music as an essential and integral part of human existence.

\_\_\_\_\_ understand other culture through music by listening, singing, and playing instruments

\_\_\_\_\_ know that music is “the universal language”

\_\_\_\_\_ be able to sing and play, listen to, and enjoy music

\_\_\_\_\_ be able to use electronic media

\_\_\_\_\_ be able to appreciate musical heritage

\_\_\_\_\_ be able to appreciate the connections between music and the other arts and humanities

\_\_\_\_\_ be able to read music notation

\_\_\_\_\_ understand advanced elements of music through group performance

\_\_\_\_\_ know basic rhythm patterns with steady beat

\_\_\_\_\_ know the function of time signature

\_\_\_\_\_ know partner songs and canons

\_\_\_\_\_ know that music has two genres (e.g. instrumental, chorus)

**VISUAL ARTS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in visual arts

- a. Higher thinking (analyze, evaluate, classify, decide, compare).
- b. Communications (present, persuade, collaborate, explain, recommend)
- c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- d. The quality process (plan, draft, analyze, and revise when producing final product).

2. Be able to apply abilities within visual arts to a variety of purposes.

- a. Understand and recognize that visual arts is a way of expressing the culture and history of a particular group of people.
- b. Be able to create and explain a piece of art.
- c. Be able to communicate an idea through a work of art.
- d. Be able to use different art elements to compare various works of art.

**VISUAL ARTS (A.E. 1.13, 2.22-2.26)**

\_\_\_\_\_ understand and recognize that visual arts is a way of expressing the culture and history of a particular group of people

\_\_\_\_\_ be able to create and explain a piece of art

\_\_\_\_\_ be able to communicate an idea through a work of art

\_\_\_\_\_ be able to use different art elements to compare various works of art

\_\_\_\_\_ be able to use materials appropriately and safely

\_\_\_\_\_ appreciate the creativity of others

\_\_\_\_\_ be able to clean up when finished creating art

\_\_\_\_\_ be able to judge art from technical criteria and from an artistic vision

\_\_\_\_\_ be able to create art in keeping with the accepted standards of decency and respect

\_\_\_\_\_ understand the use of the elements of line and color in two- and three-dimensional forms

\_\_\_\_\_ know how different colors and groups of colors are used to create artwork (e.g. hues)

\_\_\_\_\_ know that the combination of the elements of art into an organized whole requires artists to

use the principles of design (e.g. repetition, balance-asymmetry, symmetry).

\_\_\_\_\_ know different subjects (still life) that convey meanings in artworks

\_\_\_\_\_ know the difference between art processes (e.g. painting, sculpture) and media (e.g. paint, pastels)

\_\_\_\_\_ know that there are various purposes for creating works of art (e.g. celebration, narrative)

\_\_\_\_\_ know the characteristics and style of realism

Year’s Summary

\_\_\_\_\_ Must remain in the Sixth Grade Program

\_\_\_\_\_ Has Mastered 6<sup>th</sup> Grade level skills

\_\_\_\_\_ Exiting 6<sup>h</sup> to 7<sup>th</sup> Grade

\_\_\_\_\_  
Guardian’s Signature

\_\_\_\_\_  
Teacher’s Signature

\_\_\_\_\_  
Date

HARLAN COUNT SCHOOLS  
GRADE 7 LEVEL EXIT CRITERIA

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

3. Develop abilities in language arts.
  - a. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify, summarize).
  - b. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze and revise when producing products).
4. Be able to read, write, speak, and listen for a variety of purposes.
  - a. Be able to use literature (mythology, novels, essays).
  - b. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
  - c. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, create a model and explain a process).
  - d. Be able to produce analyze, and respond to personal writing (narrative, memoir), literary writing (short story, poem, script), transactive writing (letter, article, editorial, etc.), and persuasive writing using set criteria (i.e., rubric, scoring guide).
  - e. Possess technical skills:  
-read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, persuasive pieces (editorials, articles, speeches, letters).

**-technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production**

*Content Standards*

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (1.2, 2.22, 2.24, 2.25, 1.11, 1.3, 1.4, 1.12, 1.1, 1.16)**

**READING**

Reading Skills

- \_\_\_ know purposes for the four types of reading: information, literature, persuasion, & practical/workplace
- \_\_\_ scan to find key information
- \_\_\_ skim to get the gist of a passage
- \_\_\_ formulate questions to guide reading
- \_\_\_ draw conclusions & make generalizations about what is read
- \_\_\_ reflect on & evaluate what is read
- \_\_\_ know the meanings of common prefixes & suffixes in order to decode unfamiliar words
- \_\_\_ identify words which have multiple meanings & select appropriate meaning for the context
- \_\_\_ use knowledge of synonyms, antonyms, & homonyms for the purpose of comprehending text
- \_\_\_ connect information from a passage to students lives and/or real world issues
- Reading Informational (25%)
- \_\_\_ apply knowledge of organizational patterns: cause & effect, comparison, contrast, and/or sequence
- \_\_\_ identify supporting details & identify their importance in a passage
- \_\_\_ summarize information from a passage
- Literature (40%)
- \_\_\_ identify the meaning of a passage taken from texts recognized as appropriate for middle level students
- \_\_\_ identify characteristics of short stories, novels, poetry, & plays
- \_\_\_ describe characters, setting, conflict/resolution, theme, & point-of-view
- \_\_\_ connect literature to real life
- \_\_\_ identify figurative language such as similes, metaphors, personification, & hyperbole
- \_\_\_ analyze the relationship between events in a story & a character's behavior

- \_\_\_ explain how a conflict in a passage is resolved
- Persuasion (15%)
- \_\_\_ identify the author's opinion about a subject
- \_\_\_ identify commonly used persuasive techniques
- \_\_\_ identify the argument & supporting evidence
- \_\_\_ distinguish between informative & persuasive passages
- \_\_\_ distinguish between fact & opinion
- \_\_\_ identify bias and/or misinformation
- \_\_\_ apply knowledge of organizational patterns (cause and effect, comparison, contrast, sequence) to understand a passage
- Practical Workplace (20%)
- \_\_\_ identify the sequence of activities needed to carry out a procedure
- \_\_\_ explain the relationship between organizational aids and/or graphics (pictures, charts, graphs) & the content of a practical reading passage
- \_\_\_ interpret the use of specialized words & terms
- \_\_\_ locate & apply information for a specific purpose

**WRITING**

- Writing Process/Products
- \_\_\_ demonstrate writing process steps
- \_\_\_ graphics organizers
- Portfolio Pieces
- \_\_\_ transactive piece
- \_\_\_ KY Holistic Scoring Guide
- \_\_\_ open response
- \_\_\_ on-demand writing
- \_\_\_ personal narrative
- \_\_\_ short story
- \_\_\_ poem
- \_\_\_ play
- \_\_\_ journal/learning logs
- \_\_\_ writing to show knowledge in content area
- Purpose Audience
- \_\_\_ write with sense of audience
- \_\_\_ write with sense of purpose
- \_\_\_ write with sense of voice

- \_\_\_ write with sense of tone
- Idea Development and Support
- \_\_\_ write with fluency
- \_\_\_ write a topic sentence with elaborate supporting details
- \_\_\_ writing demonstrates students ability to reflect, make connections, draw conclusions, or make applications to previous knowledge, specific situations or scenarios
- \_\_\_ connect pre-existing knowledge to expand new learning
- \_\_\_ demonstrates the ability to make connections
- Organization
- \_\_\_ arrange ideas in a subtle logical sequence (sentences)
- \_\_\_ be able to organize paragraphs & compositions which demonstrate logical idea development support of topic with transitions
- \_\_\_ combine sentences to construct more complex sentences
- \_\_\_ demonstrate sense of focus & purpose through writing
- Language
- \_\_\_ use precise, rich language
- \_\_\_ use effective, descriptive language choices
- \_\_\_ choose correct & effective words
- Grammar
- \_\_\_ identify & construct: simple, compound, complex sentences
- Identify sentence parts
- \_\_\_ subject
- \_\_\_ predicate
- \_\_\_ indirect object
- \_\_\_ direct object
- \_\_\_ prepositional phrase
- \_\_\_ independent clauses
- \_\_\_ subordinate clauses
- \_\_\_ predicate noun
- \_\_\_ predicate object
- \_\_\_ identify four types of sentences
- \_\_\_ subject verb agreement
- \_\_\_ subject verb agreement in inverted order
- Parts of Speech: Know
- Nouns:
- \_\_\_ common/proper
- \_\_\_ singular

- \_\_\_ plural
- \_\_\_ concrete
- \_\_\_ abstract
- Verbs:
- \_\_\_ principle parts
- \_\_\_ verb tenses
- \_\_\_ action/linking
- \_\_\_ mental/physical
- \_\_\_ verb phrases
- \_\_\_ irregular verbs
- Pronouns:
- \_\_\_ personal/possessive
- \_\_\_ reflexive
- \_\_\_ subject/object
- \_\_\_ interrogative
- Adjectives:
- \_\_\_ comparative/superlative
- \_\_\_ proper

- \_\_\_ articles (a, an, the)
- Adverbs:
- \_\_\_ comparative/superlative
- Correctness
- \_\_\_ punctuate the four types of sentences
- \_\_\_ commas, colons, semicolons
- \_\_\_ capitalization
- \_\_\_ use quotation marks in dialogue
- Spelling
- \_\_\_ spell words correctly
- Research Skills
- \_\_\_ appropriate use of dictionary, thesaurus, technology, atlas, almanacs, maps, & graphs (print & non-print forms)
- Speaking, Listening/Observing
- \_\_\_ student demonstrates appropriate auditory comprehension
- \_\_\_ engage in informal communication

- \_\_\_ practice appropriate verbal behaviors for a variety of audiences, purposes, & situations
- \_\_\_ apply appropriate nonverbal techniques to enhance communication
- \_\_\_ present information using appropriate delivery techniques
- \_\_\_ analyze effectiveness & purposes of oral messages & audience responses
- \_\_\_ collaborate to gather & interpret information from observing, speaking, & listening & to prepare & deliver messages & products
- \_\_\_ apply listening, speaking & observing skills to conduct authentic independent inquiry tasks in order to create products
- Penmanship
- \_\_\_ write neatly & legibly

**MATHEMATICS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

2. Develop abilities in math.
  - a. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify, summarize).
  - b. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze and revise when producing products).
  
2. Be able to apply math knowledge & skills to a variety of purposes.
  - k. Be able to use a variety of strategies in the problem-solving process (patterns, tables, diagrams, simplify, brainstorm, guess and check) in a step-by-step manner (research, thesis, support, recommendations).
  - l. Be able to conduct research (locate, observe/gather, present, analyze, conclude).
  - m. Be able to use proper technique (pencil-paper, mental math, calculators, computers, and other technology) to assist problem-solving (safely, effectively, efficiently, accurately) and to create, evaluate, solve problems with graphs, charts, and tables.
  - n. Possess technical skill (These technical skills may be used in math classes but are not part of the math curriculum):
    - read/write/present: instructions, table chart, lab report, specifications, proposal, letters ( complaint, recommendation), manual, form, checklist, technical research, bid, technical analysis, summary
    - technology: word processing, spreadsheets, database, desktop publishing, Internet, search tools, AV production
  - o. Be able to use mathematical terminology and notation

**MATH (A.E. 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13)**

Number/Computation (2.7, 2.8, 2.11, 2.12)

- \_\_\_ understand rational numbers
  - \_\_\_ fractions
  - \_\_\_ decimals
  - \_\_\_ percents
  - \_\_\_ consumer applications
- \_\_\_ understand irrational numbers
  - \_\_\_ square roots
  - \_\_\_ pi
  - \_\_\_ ordering on a number line
- \_\_\_ apply & identify integers
  - \_\_\_ add
  - \_\_\_ subtract
  - \_\_\_ multiply
  - \_\_\_ divide
  - \_\_\_ order on a number line
  - \_\_\_ magnitude
- \_\_\_ understand properties
  - \_\_\_ cross-multiplication
  - \_\_\_ real-life applications
  - \_\_\_ relation of ratios & proportions
- \_\_\_ determine inverse operations
  - \_\_\_ add/subtract
  - \_\_\_ multiply/divide
  - \_\_\_ relationships
- \_\_\_ demonstrate exponents
  - \_\_\_ scientific notation
  - \_\_\_ place value
- \_\_\_ identify prime/composite numbers
  - \_\_\_ factors (GCF)
  - \_\_\_ multiples (LCM)

- \_\_\_ utilize estimation (rounding) techniques/strategies
  - \_\_\_ large & small quantities
  - \_\_\_ computation skills
  - \_\_\_ application of properties
    - \_\_\_ commutative
    - \_\_\_ associative
    - \_\_\_ distributive
    - \_\_\_ show relationship
  - \_\_\_ open response with rubric
- Geometry/Measurement (2.8, 2.9, 2.10, 2.11)
- \_\_\_ derive & use formulas for various rates
  - \_\_\_ distance/time
  - \_\_\_ miles per hour
  - \_\_\_ volume
- \_\_\_ investigate transformations in coordinate plane
  - \_\_\_ congruence
  - \_\_\_ proportionality
  - \_\_\_ similarity
- Algebraic Ideas (2.7, 2.8, 2.9, 2.10, 2.11, 2.12)
- \_\_\_ represent, interpret functions through input/output
  - \_\_\_ know algebraic terminology
  - \_\_\_ use a variety of methods & representations to create/solve one variable linear one & two step equation
    - \_\_\_ model equations
    - \_\_\_ solve one step equations
    - \_\_\_ model inequalities
    - \_\_\_ solve inequalities
  - \_\_\_ simplify algebraic expressions
  - \_\_\_ solve problems involving substitutions
  - \_\_\_ investigate Cartesian coordinate plan
    - \_\_\_ plot points

- \_\_\_ graph linear functions
- Probability and Statistics (2.8, 2.9, 2.11, 2.13)
- \_\_\_ collect, organize, analyze & interpret data
  - \_\_\_ circle graphs
  - \_\_\_ scatter plots
  - \_\_\_ histograms
- \_\_\_ select an appropriate graph to represent given data & justify its use
  - \_\_\_ circle graph
  - \_\_\_ line plot
- \_\_\_ compare data from various types of graphs
- \_\_\_ recognize that statistics can be interpreted in many ways
  - \_\_\_ mean
  - \_\_\_ median
  - \_\_\_ mode
  - \_\_\_ range
- \_\_\_ identify & describe the number of possible arrangements of several objects
  - \_\_\_ tree diagram
  - \_\_\_ basic counting principle
  - \_\_\_ sample space represented in the form of a list, picture, chart or tree diagram
- \_\_\_ investigate & explain the role of probability in everyday decision making
  - \_\_\_ design & conduct probability experiments & interpret the results
  - \_\_\_ explore concepts of randomness & independent events
  - \_\_\_ determine theoretical probabilities, compare that to experimental results, & explain reasons why there might be differences
    - \_\_\_ ratio
    - \_\_\_ decimal

\_\_\_\_\_ percent

**SCIENCE EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

8. Develop abilities in science.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, decide, relate, interpret, simplify).
  - b. Communication (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
9. Be able to apply science knowledge & skills to a variety of purposes.
  - a. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusions).
  - b. Be able to conduct research (field research, library research, experimentation).
  - c. Be able to use scientific equipment appropriately (balances, microscopes, meter sticks, beakers).
  - d. Apply knowledge of the relationship between humans, the environment, and the earth's resources (pollution, conservation) to improve the environment.
  - e. Be able to use technology and mathematics in scientific investigations.
    - i. Read/write/present: instructions, table, chart, reports (progress, research, lab), proposal, letters (complaint, request, response), manual, checklist, pamphlet, bid, technical analysis, summary.
    - ii. Technology: word processing, database, desktop publishing
10. Be able to communicate designs, procedures, and results of scientific investigations (models and scales).

**SCIENCE (A.E. 2.1- 2.6)**

Scientific Inquiry (2.1)

\_\_\_\_\_ be able to solve problems using the scientific method  
 \_\_\_\_\_ be able to conduct field & library research & experimentation  
 \_\_\_\_\_ be able to use scientific equipment appropriately  
 \_\_\_\_\_ be able to integrate technology & mathematics in scientific investigations to enhance the gathering & manipulation of data  
 \_\_\_\_\_ be able to communicate & defend a scientific argument  
 \_\_\_\_\_ be able to understand that scientific history & knowledge influence the design & interpretation of investigations  
 \_\_\_\_\_ be able to evaluate results of investigations of other scientists  
 \_\_\_\_\_ be able to understand that scientific investigations are conducted for a wide variety of reasons  
 \_\_\_\_\_ open response with rubric  
 \_\_\_\_\_ analyze properties of matter  
 \_\_\_\_\_ describe changes in properties of matter  
 \_\_\_\_\_ determine boiling point of different substances  
 \_\_\_\_\_ recognize that different substance have different freezing points  
 \_\_\_\_\_ evaluate gravitational forces & their effect on objects at rest & in motion  
 \_\_\_\_\_ differentiate Newton's Laws of Motion  
 \_\_\_\_\_ measure forces on objects (i.e. velocity, speed, acceleration, momentum, constant speed, friction, gravity)  
 \_\_\_\_\_ recognize & separate different types of mixtures  
 \_\_\_\_\_ investigate transfer of energy (e.g. heat, light, electricity, mechanical motion, sound)  
 \_\_\_\_\_ differentiate between the characteristics that identify compounds & their components  
 \_\_\_\_\_ differentiate how elements combine in a multitude of ways to produce compounds  
 \_\_\_\_\_ classify substances into categories based upon their reactions  
 \_\_\_\_\_ predict conservation of mass within chemical reactions  
 \_\_\_\_\_ recognize that chemical elements do not break down during normal laboratory reactions  
 \_\_\_\_\_ analyze & differentiate between physical & chemical changes  
 \_\_\_\_\_ describe the motion of an object can be described by its position, directions of motion, & speed  
 \_\_\_\_\_ demonstrate that an object is subjected to balanced forces will remain at rest or will

continue to move at a constant speed & in a straight line  
 \_\_\_\_\_ recognize that unbalanced forces will cause changes in the speed or direction of an objects' motion  
 \_\_\_\_\_ demonstrate how vibrations in materials set up wave like disturbances that spread away from the source  
 \_\_\_\_\_ recognize that energy is a property of many substances & is associated with heat, light, electricity, mechanical motion, sound, nuclei, & the nature of a chemical  
 \_\_\_\_\_ demonstrate the many ways energy is transferred  
 \_\_\_\_\_ infer that heat moves in predictable ways

Physical Science (2.2-2.6)

\_\_\_\_\_ identify how light interacts with matter by transmission  
 \_\_\_\_\_ analyze how the Sun's energy arrives as light with a range of wave lengths  
 \_\_\_\_\_ demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, & chemical changes are produced

Earth Science (2.1-2.6)

\_\_\_\_\_ understand the layers of the Earth  
 \_\_\_\_\_ investigate Earth's systems  
 \_\_\_\_\_ analyze Earth's history  
 \_\_\_\_\_ understand constructive & destructive forces relative to landforms  
 \_\_\_\_\_ understand patterns of earthquakes, volcanoes, & deposition  
 \_\_\_\_\_ understand the rock cycle  
 \_\_\_\_\_ recognize products of the rock cycle each having different chemical composition & texture  
 \_\_\_\_\_ understand the water cycle  
 \_\_\_\_\_ understand methods of transportation of minerals to the ocean  
 \_\_\_\_\_ understand composition of atmosphere & how it supports all human life  
 \_\_\_\_\_ understand how the water cycle affects patterns of weather & climate  
 \_\_\_\_\_ understand the Sun is a major source of energy for the Earth  
 \_\_\_\_\_ understand how the Sun's energy affects the growth of plants, winds, ocean currents, & the water cycle  
 \_\_\_\_\_ understand that tilt of the Earth on its axis & how that affects the changing of the seasons  
 \_\_\_\_\_ recognize that small changes in the atmosphere can significantly affect the Earth's climate if the change lasts long enough  
 \_\_\_\_\_ recognize the environmental conditions & life changes that fossils provide

\_\_\_\_\_ understand the components of our solar system including the nine planets, their composition, size, structure, & surface features & orbital pattern  
 \_\_\_\_\_ understand the role the sun plays in determining the characteristics of a planet  
 \_\_\_\_\_ recognize that large numbers of asteroids & comets also orbit the Sun  
 \_\_\_\_\_ understand how the orbit of objects in the solar system is what determines the day, year & also eclipses

\_\_\_\_\_ understand that gravity is what keeps the planets in motion around the sun  
 \_\_\_\_\_ understand the size of our Sun as a star  
 \_\_\_\_\_ be able to recognize its location & shape in the universe

Life Science (2.2-2.6)

Investigate Organisms' Structure  
 \_\_\_\_\_ cells  
 \_\_\_\_\_ tissues  
 \_\_\_\_\_ organs  
 \_\_\_\_\_ organ systems  
 Investigate Organisms' Function  
 \_\_\_\_\_ cells  
 \_\_\_\_\_ tissues  
 \_\_\_\_\_ organs  
 \_\_\_\_\_ organ systems  
 Investigate Organisms' Growth  
 \_\_\_\_\_ cells  
 \_\_\_\_\_ tissues  
 \_\_\_\_\_ organs  
 \_\_\_\_\_ organ systems  
 Analyze Reproduction  
 \_\_\_\_\_ asexual  
 \_\_\_\_\_ sexual  
 Examine roll of genetics within living organisms  
 \_\_\_\_\_ heredity  
 \_\_\_\_\_ DNA  
 \_\_\_\_\_ genes/traits  
 \_\_\_\_\_ innate/acquired behaviors  
 Analyze regulation of physiological change & behavioral adaptations  
 \_\_\_\_\_ homeostasis  
 \_\_\_\_\_ adaptations  
 \_\_\_\_\_ energy relationships/transfers through ecosystems  
 \_\_\_\_\_ populations  
 \_\_\_\_\_ environmental issues  
 \_\_\_\_\_ extinction  
Applications/Connections in Science (2.2-2.6)  
 \_\_\_\_\_ describe the effects of science & technology on today's society  
 \_\_\_\_\_ explore science careers

\_\_\_\_\_ investigate the importance of scientific discoveries in world history  
 \_\_\_\_\_ recognize the role of science in populations, issues related to resources, & environmental changes  
**PRACTICAL LIVING/HEALTH (A.E. 2.29, 2.30, 2.31, 2.32, 2.33)** \*Can be integrated into other content areas  
**Individual Well Being (2.29)**  
 \_\_\_\_\_ practice group processing strategies (e.g. collaboration) (s.s. & l.a.)  
 \_\_\_\_\_ practice conflict resolution strategies (s.s & l.a.)  
 \_\_\_\_\_ describe the structure & functions of body systems (e.g. reproductive, digestive, & circulatory) (science)  
 \_\_\_\_\_ identify abstinence as the only sure means of preventing pregnancy & STD's (science)  
**Consumer Decisions (2.30)**  
 \_\_\_\_\_ compare products by price, quality, & availability to make informed decisions (math & l.a.)  
 \_\_\_\_\_ consider environmental issues when making consumer decisions (science)  
 \_\_\_\_\_ describe budgeting procedures for achieving short & long-term goals (math)  
**Personal Wellness (2.31)**  
 \_\_\_\_\_ recognize the strategies to maintain personal safety in the area of traffic & transportation related areas  
 \_\_\_\_\_ practice basic first aid for a variety of life threatening emergencies (e.g. choking, shock, poisoning)  
 \_\_\_\_\_ describe how diet, exercise, rest, & other choices affect body systems & the way they work together to maintain health  
 \_\_\_\_\_ describe the role of nutrients needed for proper growth & development  
 \_\_\_\_\_ identify & implement how dietary guidelines, the food pyramid, & other nutrition resources are used in making daily food choices  
 \_\_\_\_\_ determine the impact of how diet, exercise, rest & other nutritious choices affect appearance, performance, & disposition  
 \_\_\_\_\_ describe the effects of diet, exercise & rest on body systems

\_\_\_\_\_ recognize the risk factors, transmission & prevention of communicable diseases (e.g. hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STD's) & the impact of those diseases on personal health  
 \_\_\_\_\_ describe risk factors for non-communicable diseases among adolescents (e.g. cancer, diabetes, high blood pressure).  
 \_\_\_\_\_ practice the disease prevention strategies of communicable diseases (e.g. colds, hepatitis, influenza, TB, mononucleosis, AIDS/HIV/STD's)  
 \_\_\_\_\_ identify consequences & risks of adolescents behavioral choices (e.g. tobacco, alcohol, & other drug use, sexual involvement, violent behaviors) & alternatives to situations faced by adolescents  
**Mental Wellness (2.32)**  
 \_\_\_\_\_ recognize the symptoms, cause, & treatment of mental illness (e.g. depression, anxiety)  
 \_\_\_\_\_ assess consequences & risks of choices & actions of smoking, drinking & other drug use of adolescents & how they affect physical & emotional health  
 \_\_\_\_\_ identify the resources that are available to fight drug addiction (e.g. guidance, FRYSC, drug counselor)  
 \_\_\_\_\_ explain the effects of eating disorders on individuals & their families & their need for counseling for healthy body image  
 \_\_\_\_\_ practice strategies for dealing with peer pressure, managing stressful situations, & preventing violence  
 \_\_\_\_\_ practice time management & decision making strategies for stressful situations (test taking, deadlines, etc.)  
 \_\_\_\_\_ practice setting long term goals to promote mental & emotional health  
**Community Services (2.33)**  
 \_\_\_\_\_ identify the health & safety hazards encountered by adolescents (e.g. explosives, firearms, hazardous waste)  
 \_\_\_\_\_ recognize services & resources available in the communities (e.g. health dept., vol. Health org.)

\_\_\_\_\_ recognize the relationships of governmental standards (e.g. OSHA, inspections) as they relate to health & safety  
 \_\_\_\_\_ describe the role of individuals & society in preserving resources  
 \_\_\_\_\_ recognize the health-related problems in local, state, national & international communities  
 \_\_\_\_\_ open response with rubrics

### **PRACTICAL LIVING/PHYSICAL EDUCATION (A.E. 2.31, 2.34, 2.35)**

**Personal Wellness (2.31)**  
 \_\_\_\_\_ describe body changes following regular participation in physical activity  
 \_\_\_\_\_ relate impact of exercise & nutritional practices on the way adolescents look, feel, & perform  
 \_\_\_\_\_ relate benefits of exercise & fitness to physical development  
 \_\_\_\_\_ evaluate their own health related fitness  
 \_\_\_\_\_ monitor intensity of exercise (e.g. resting, heart rate, recovery time)  
 \_\_\_\_\_ apply principles of fitness training & conditioning in activities  
 \_\_\_\_\_ identify the impact of exercise & nutritional practices on adolescent's looks, feelings & performance  
**Psychomotor Skills (2.34)**  
 \_\_\_\_\_ applies movement concepts in various games & sports activities  
 \_\_\_\_\_ demonstrates principles of motor skill refinement  
 \_\_\_\_\_ develop transitional motor skills for participation in games, activities, & rhythmic movements (baseball, soccer, basketball)  
 \_\_\_\_\_ analyze object manipulation to make recommendations for improvement  
**Lifetime Activity (2.35)**  
 \_\_\_\_\_ demonstrates sportsmanship  
 \_\_\_\_\_ demonstrates techniques & skills related to performance in games/sports  
 \_\_\_\_\_ identify benefits of regular participation in leisure, recreational, & competitive physical activity

### **SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

5. Develop abilities in social studies.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Communications (present, demonstrate, collaborate, explain, defend, recommend) using appropriate vocabulary.
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
6. Be able to apply social studies knowledge & skills to a variety to purpose.
  - a. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position, create a model & explain a process).
  - b. Be able to relate social studies to your life.

### **SOCIAL STUDIES (A.E. 1.2, 1.11, 2.14, 2.16, 2.17, 2.18, 2.19, 2.20, GOALS 3,4,5,6)**

#### **Geography**

\_\_\_\_\_ be able to use a globe to show your knowledge of the earth  
 \_\_\_\_\_ be able to use charts and maps to show land and water forms  
 \_\_\_\_\_ be able to develop charts and maps which key information, such as population, resources, climate, and vegetation  
 \_\_\_\_\_ be able to develop charts, maps, and graphs to depict change over time

\_\_\_\_\_ be able to develop maps, charts, and graphs which show views of the earth at key points in history  
 \_\_\_\_\_ be able to locate important information on maps, such as population, resources, climate, vegetation and forms, and water masses  
 \_\_\_\_\_ be able to use latitude and longitude to locate  
 \_\_\_\_\_ be able to state and support opinions about the earth based on globes, charts, maps, and graphs  
 \_\_\_\_\_ know physical characteristics of the world which have been key influences in shaping cultures

\_\_\_\_\_ be able to compare the cultures of others with your own and related cultures of their geographical settings  
 \_\_\_\_\_ know how the earth has changed physically, including causes and effects  
 \_\_\_\_\_ know how different cultures have changed the world's geography  
 \_\_\_\_\_ know techniques and strategies which have been used to protect and manage the environment  
 \_\_\_\_\_ be able to predict future changes in the earth  
 \_\_\_\_\_ know the five themes of geography (location, place, human-environment interaction, movement, region).

\_\_\_\_\_ be able to apply the five themes to each of the regions studies.  
 \_\_\_\_\_ be able to interpret how the five themes affect the culture of each region of study  
**History**  
 \_\_\_\_\_ know how and where key civilizations were formed  
 \_\_\_\_\_ know about key world cultures through history  
 \_\_\_\_\_ know about the daily life of people at various points in world history  
 \_\_\_\_\_ know about key people, events, inventions, and discoveries in the world, including motivation and impact

\_\_\_\_\_ know how archaeological evidence is essential in the study and interpretation of history and the earliest civilizations  
 \_\_\_\_\_ know key influences on history and their sequence of occurrence  
 \_\_\_\_\_ posses a logical sense of what life was like when key influences occurred.  
 \_\_\_\_\_ know causes and effects of key influences  
**Economics**  
 \_\_\_\_\_ know the free trade system  
 \_\_\_\_\_ be able to understand the implication of supply and demand

\_\_\_\_\_ know the basic economic questions which producers must consider (what to produce, how to produce it, and who will consume it)  
 \_\_\_\_\_ know how people, events, forces, and inventions have affected the economy (i.e. competition, war, unemployment)  
 \_\_\_\_\_ know how specialization and division of labor effect the economy  
 \_\_\_\_\_ know how technology affected economies  
 \_\_\_\_\_ know why short-term gains often cause long-term losses  
 \_\_\_\_\_ know the work people did and the sacrifices they made to be successful

**DANCE EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

4. Develop abilities in dance.
  - a. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - b. Communications (express emotion, listen, respond).
  - c. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - d. The quality process (plan, draft, improvise, rehearse, critique, and revise when producing products).
5. Be able to apply abilities within dance to a variety of purposes.
  - a. Understand and recognize that dance is a way of expressing the culture and history of a particular group of people.
  - b. Be able to use movement ideas to compare a dance.
  - c. Be able to create and perform a creative dance and/or a folk dance.
  - d. Be able to create and perform with a partner a dance that has a theme.
  - e. Be able to communicate an idea through dance with a unified beginning, middle, and end.
  - f. Be able to perform a folk dance.

**DANCE (A.E. 1.15, 2.22-2.26)**

\_\_\_\_\_ know how the contrast of force contributes to the meaning of dance (heavy/light, sharp/smooth, tension/relaxation, bound/flowing)  
 \_\_\_\_\_ know how the use of various space, time, and force elements contribute to the meaning of dance  
 \_\_\_\_\_ be able to identify and describe the dance elements in a life performance  
 \_\_\_\_\_ know the critical elements that contribute to a dance in terms of space (e.g. shape, pathways), time (e.g. rhythm, tempo), and force/energy (e.g. movement qualities)

\_\_\_\_\_ know the principles of transition and how they affect the meaning of a dance  
 \_\_\_\_\_ know and be able to identify various compositional forms (AB, ABA, canon)  
 \_\_\_\_\_ be able to generate movement ideas which could be used to compose a dance  
 \_\_\_\_\_ know the basic steps of the polka  
 \_\_\_\_\_ know how different non-locomotor movements affect dance movements (e.g. rise, fall, dodge, sway)  
 \_\_\_\_\_ know how to isolate and move individual body parts  
 \_\_\_\_\_ know how to memorize and reproduce movement sequences

\_\_\_\_\_ know that there are movements and styles that are characteristic of dances with Latin American origins  
 \_\_\_\_\_ understand that dance is performed for various reasons (e.g. social)  
 \_\_\_\_\_ know the basic dance steps and body positions for ballets  
 \_\_\_\_\_ know the similarities and differences in steps and movement styles among folk dances and classical dances from various cultures

**VISUAL ARTS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in visual arts
  - c. Higher thinking (analyze, evaluate, classify, decide, compare).
  - d. Communications (present, persuade, collaborate, explain, recommend)
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, and revise when producing final product).
2. Be able to apply abilities within visual arts to a variety of purposes.
  - e. Understand and recognize that visual arts is a way of expressing the culture and history of a particular group of people.
  - f. Be able to create and explain a piece of art.
  - g. Be able to communicate an idea through a work of art.
  - h. Be able to use different art elements to compare various works of art.

**VISUAL ARTS (A.E. 1.13, 2.22-2.26)**

\_\_\_\_\_ be able to use materials appropriately and safely  
 \_\_\_\_\_ appreciate the creativity of others  
 \_\_\_\_\_ be able to clean up when finished creating art  
 \_\_\_\_\_ be able to judge art form technical criteria and from an artistic vision  
 \_\_\_\_\_ be able to crate art in keeping with the accepted standards of decency and respect

\_\_\_\_\_ understand the use of the elements of line, color, value, and texture in two- and three-dimensional forms  
 \_\_\_\_\_ know how different colors and groups of colors are used to crate artwork (e.g. hues, values/tints, shades).  
 \_\_\_\_\_ know that the combination of the elements of art into an organized whole requires artists to use the principles of design (e.g. contrast, repetitions, balance)  
 \_\_\_\_\_ know different subjects and themes that convey meanings in artworks.

\_\_\_\_\_ know that there are various purposes for creating works of art (e.g. imitate nature/mimetic, celebration, functional, narrative)  
 \_\_\_\_\_ understand the similarities and differences among the characteristics of artworks from various eras and cultures (e.g. ancient and lineage based cultures, Renaissance, Realism).  
 \_\_\_\_\_ know that there are comparisons and contrasts among artistic styles (e.g. Realism/Naturalism)

**MUSIC EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in dance.
  - e. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - f. Communications (express emotion, listen, respond).

- g. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
- h. The quality process (imitate, explore, notate, improvise, revise/rehearse).
- 6. Be able to read, write, perform, and listen to music for a variety of purposes.
  - a. Be able to express emotion and meaning through music as an essential and integral part of human existence.
  - b. Understand other cultures through music by listening, singing, and playing instruments.
  - c. Know that music is “the universal language”.
  - d. Be able to sing and play, listen to and enjoy music.
  - e. Be able to use electronic media.
  - f. Be able to appreciate musical heritage.
  - g. Be able to appreciate the connections between music and the other arts and humanities.
  - h. Be able to read music notation.
  - i. Understand advanced elements of music through group performance.

**MUSIC (A.E. 1.14, 2.21-2.27)**

- |  |   |   |
|--|---|---|
| _____ know the temp moderato   | _____ know the voices of the choir                      | _____ understand complex rhythms and changing tempo                             |
| _____ understand the function of time signature and note values in symmetrical or usual time signature | _____ know the extension of various degrees of dynamics | _____ know that there are similarities and differences in the elements of music |
| _____ know triads and chords   | _____ know how to read treble clef with ledger lines    | _____ know differences among musical styles                                     |
| _____ know homophonic texture  | _____ know how to verbally interpret 6/8 meter          | _____ know characteristics of the Classical and Romantic periods of music       |
| _____ know musical forms (repetition, contrast)  | _____ know how major scales are constructed             | _____ know the many purposes of music   |
| _____ know various electronic instruments  | _____ know various rhythmic patterns                    |   |

**DRAMA/THEATRE EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

- 3. Develop abilities in drama/theatre.
  - a. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - b. Communications (express emotion, listen, respond).
  - c. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - d. The quality process (plan, draft, improvise, rehearse, critique, and revise when producing products).
- 4. Be able to apply abilities within drama/theatre to a variety of purposes.
  - a. Be able to express emotion and meaning through dramatic performances.
  - b. Understand and recognize that drama/theatre is a way of expressing the culture and history of a particular group of people.
  - c. Be able to use electronic media.
  - d. Be able to appropriate the connections between drama/theatre and other arts and humanities.
  - e. Be able to use different dramatic elements to compare various theatrical performances.

**DRAMA/THEATRE (A.E. 2.22-2.26)**

- |  |   |  |
|--|---|--|
| _____ be able to create various characters, environments (e.g. place, time, atmosphere/mood), and actions that create tension and suspense               | _____ know how character motivations affect a dramatization   | _____ understand character development based on observations, ethical choice, and emotional responses  |
| _____ know how to create improvisations and scripted scenes to tell a story  | _____ know how an audience’s empathy for a character enhances the plot  | _____ understand the effect of publicity, programs, study guides, and physical environments on audience response and appreciation of dramatic performances |
| _____ be able to record dialogue and action for a script   | _____ understand the function of scenery, lighting, and costumes in creating an environment for a dramatization | _____ be able to articulate the meanings constructed from one’s own and others’ dramatic performances  |
| _____ understand how descriptions, dialogue, and actions are used to discover, articulate, and justify character motivation                              | _____ know how to visualize environments and make design choices to communicate locale and mood                 | _____ understand all of the contributions that must be made to create a dramatization (e.g. playwrights, actors, lighting, directors)                      |
| _____ be able to use acting skills (e.g. body alignment, control of isolated body part, etc.) to develop characterizations that suggest artistic choices | _____ understand the technical requirements for various improvised and scripted scenes                          | _____ understand the knowledge, skills and discipline needed to pursue a career in theatre, film, television, and/or electronic media                      |
| _____ be able to invent character behaviors based on observation of people   | _____ be able to select elements of scenery, properties, lighting, and sound to signify environments            | _____ know ways in which theatre reflects a culture  |
| _____ understand how the rising action, turning point, and falling action affect the plot development of a dramatization                                 | _____ be able to plan visual and aural elements for improvised and scripted scenes                              | _____ know how culture affects the content and production values of dramatic performances  |
| _____ know how to identify theme in specific dramatic performances and texts   | _____ be able to identify and discuss types of staging used in productions (e.g. arena, thrust, proscenium)     | _____ understand that theatre artists in different cultures present dramatizations in different ways   |
| _____ know how theme, language, and suspense provide additional information about the plot   | _____ understand and be able to apply the improvisation of a story with action                                  | _____ understand scenery and characters present in dramatizations from Elizabethan period  |
|  | _____ be able to self-critique improvisations and contribute to class discussion in the artistic process        | _____ be able to identify situations and characters from Greek cultures  |
|  | _____ be able to critique improvisations using dramatic elements and terminology                                |  |

Year’s Summary

- \_\_\_\_\_ Must remain in the Seventh Grade Program
- \_\_\_\_\_ Has Mastered 7<sup>th</sup> Grade level skills
- \_\_\_\_\_ Exiting 7<sup>th</sup> to 8<sup>th</sup> Grade

Guardian’s Signature \_\_\_\_\_

Teacher’s Signature \_\_\_\_\_

Date \_\_\_\_\_

**HARLAN COUNTY SCHOOLS  
EIGHTH GRADE LEVEL EXIT CRITERIA**

**LANGUAGE ARTS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

5. Develop abilities in language arts.
  - a. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify, summarize).
  - b. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze and revise when producing products).
6. Be able to read, write, speak, and listen for a variety of purposes.
  - a. Be able to use literature (mythology, novels, essays).
  - b. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
  - c. Be able to conduct and present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, defend a position, create a model and explain a process).
  - d. Be able to produce analyze, and respond to personal writing (narrative, memoir), literary writing (short story, poem, script), transactive writing (letter, article, editorial, etc.), and persuasive writing using set criteria (i.e., rubric, scoring guide).
  - e. Possess technical skills:  
 -read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, persuasive pieces (editorials, articles, speeches, letters).  
 -**technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production**

**Content Standards**

\*A.E. indicates Academic Expectations

**LANGUAGE ARTS (1.2, 2.22, 2.24, 2.25, 1.11, 1.3, 1.4, 1.12, 1.1, 1.16)**

Reading

\_\_\_\_\_ apply a variety of appropriate reading strategies to make sense of a variety of print & non-print texts to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, & to develop ideas in written/oral responses

Arts and Humanities

\_\_\_\_\_ read & understand a variety of material, making connections to students' lives, to real world issues, and/or to current events

\_\_\_\_\_ apply an understanding of literary elements & styles to interpret different genres

\_\_\_\_\_ analyze transactive reading material to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/supporting opinions

\_\_\_\_\_ evaluate the effectiveness of techniques & organizational aids in transactive reading materials to enhance understanding & to complete tasks

\_\_\_\_\_ identify & analyze authors' positions, main ideas, & techniques of support in persuasive materials

\_\_\_\_\_ select & read materials for enjoyment

\_\_\_\_\_ employ reading strategies to locate & apply information in varied print & non-print resources for inquiry projects & other authentic tasks

\_\_\_\_\_ interpret how meaning is influenced by authors' use of language including dialect, word choice, & sentence structure

Reading Skills

\_\_\_\_\_ know purposes for the four types of reading:

information, literature, persuasion, & practical/workplace

\_\_\_\_\_ scan to find key information

\_\_\_\_\_ skim to get the gist of a passage

\_\_\_\_\_ formulate questions to guide reading

\_\_\_\_\_ draw conclusions & make generalizations about what is read

\_\_\_\_\_ reflect on & evaluate what is read

\_\_\_\_\_ know the meanings of common prefixes &

\_\_\_\_\_ suffixes in order to decode unfamiliar words

\_\_\_\_\_ identify words which have multiple meanings

& select appropriate meaning for the context

\_\_\_\_\_ use knowledge of synonyms, antonyms, & homonyms for the purpose of comprehending text

Reading Informational (25%)

\_\_\_\_\_ use pictures, lists, tables, graphs, tables of content, indexes, glossaries, & chapter headings to more completely understand a passage

\_\_\_\_\_ apply knowledge of organizational patterns: cause & effect, comparison, contrast, and/or sequence

\_\_\_\_\_ identify supporting details & identify their importance in a passage

\_\_\_\_\_ make predictions & draw conclusions

based on a reading passage

\_\_\_\_\_ summarize information from a passage

\_\_\_\_\_ connect information from a passage to related topics, real life and/or current events

Literature (40%)

\_\_\_\_\_ identify the meaning of a passage taken from texts recognized as appropriate for middle level students

\_\_\_\_\_ identify characteristics of short stories, novels, poetry, & plays

\_\_\_\_\_ describe characters, setting, conflict/resolution, theme, & point-of-view

\_\_\_\_\_ connect literature to real life

\_\_\_\_\_ identify figurative language such as similes, metaphors, personification, & hyperbole

\_\_\_\_\_ analyze the relationship between events in a story & a character's behavior

\_\_\_\_\_ explain how a conflict in a passage is resolved

Persuasion (15%)

\_\_\_\_\_ identify the author's opinion about a subject

\_\_\_\_\_ identify commonly used persuasive techniques

\_\_\_\_\_ identify the argument & supporting evidence

\_\_\_\_\_ distinguish between informative & persuasive passages

\_\_\_\_\_ distinguish between fact & opinion

\_\_\_\_\_ identify bias and/or misinformation

Practical Workplace (20%)

\_\_\_\_\_ apply the information contained in directions & forms

\_\_\_\_\_ identify the sequence of activities needed to carry out a procedure

\_\_\_\_\_ explain the relationship between organizational aids and/or graphics

(pictures, charts, graphs) & the content of a practical reading passage

\_\_\_\_\_ interpret the use of specialized words & terms

\_\_\_\_\_ locate & apply information for a specific purpose

Writing Process/Products

\_\_\_\_\_ demonstrate writing process steps

\_\_\_\_\_ graphics organizers

Portfolio Pieces

\_\_\_\_\_ transactive piece

\_\_\_\_\_ KY Holistic Scoring Guide

\_\_\_\_\_ open response

\_\_\_\_\_ on-demand writing

\_\_\_\_\_ personal narrative

\_\_\_\_\_ short story

\_\_\_\_\_ poem

\_\_\_\_\_ play

\_\_\_\_\_ journal/learning logs

\_\_\_\_\_ writing to show knowledge in content area

Purpose Audience

\_\_\_\_\_ write with sense of audience

\_\_\_\_\_ write with sense of purpose

\_\_\_\_\_ write with sense of voice

\_\_\_\_\_ write with sense of tone

Idea Development and Support

\_\_\_\_\_ write with fluency

\_\_\_\_\_ write a topic sentence with elaborate

supporting details

\_\_\_\_\_ writing demonstrates students ability to reflect, make connections, draw conclusions, or make applications to previous knowledge, specific situations or scenarios

\_\_\_\_\_ connect pre-existing knowledge to expand new learning

\_\_\_\_\_ demonstrates the ability to make connections

Organization

\_\_\_\_\_ arrange ideas in a subtle logical sequence

(sentences)

\_\_\_\_\_ be able to organize paragraphs & compositions which demonstrate logical idea development support of topic with transitions  
 \_\_\_\_\_ combine sentences to construct more complex sentences  
 \_\_\_\_\_ demonstrate sense of focus & purpose through writing

Language

\_\_\_\_\_ use precise, rich language  
 \_\_\_\_\_ use effective, descriptive language choices  
 \_\_\_\_\_ choose correct & effective words

Grammar

\_\_\_\_\_ identify & construct: simple, compound, complex sentences

Identify sentence parts

\_\_\_\_\_ subject  
 \_\_\_\_\_ predicate  
 \_\_\_\_\_ indirect object  
 \_\_\_\_\_ direct object  
 \_\_\_\_\_ prepositional phrase  
 \_\_\_\_\_ independent clauses  
 \_\_\_\_\_ subordinate clauses  
 \_\_\_\_\_ predicate noun  
 \_\_\_\_\_ predicate object  
 \_\_\_\_\_ identify four types of sentences  
 \_\_\_\_\_ subject verb agreement  
 \_\_\_\_\_ subject verb agreement in inverted order

Parts of Speech: Know

Nouns:

\_\_\_\_\_ common/proper  
 \_\_\_\_\_ singular  
 \_\_\_\_\_ plural  
 \_\_\_\_\_ concrete  
 \_\_\_\_\_ abstract

Verbs:

\_\_\_\_\_ principle parts  
 \_\_\_\_\_ verb tenses  
 \_\_\_\_\_ action/linking  
 \_\_\_\_\_ mental/physical  
 \_\_\_\_\_ verb phrases  
 \_\_\_\_\_ irregular verbs

Pronouns:

\_\_\_\_\_ personal/possessive  
 \_\_\_\_\_ reflexive  
 \_\_\_\_\_ subject/object  
 \_\_\_\_\_ interrogative

Adjectives:

\_\_\_\_\_ comparative/superlative  
 \_\_\_\_\_ proper  
 \_\_\_\_\_ articles (a, an, the)

Adverbs:

\_\_\_\_\_ comparative/superlative

Correctness

\_\_\_\_\_ punctuate the four types of sentences  
 \_\_\_\_\_ commas, colons, semicolons  
 \_\_\_\_\_ capitalization  
 \_\_\_\_\_ use quotation marks in dialogue

Spelling

\_\_\_\_\_ spell words correctly

Research Skills

\_\_\_\_\_ appropriate use of dictionary, thesaurus, technology, atlas, almanacs, maps, & graphs

(print & non-print forms)

Speaking, Listening/Observing

\_\_\_\_\_ student demonstrates appropriate auditory comprehension  
 \_\_\_\_\_ engage in informal communication  
 \_\_\_\_\_ practice appropriate verbal behaviors for a variety of audiences, purposes, & situations  
 \_\_\_\_\_ apply appropriate nonverbal techniques to enhance communication  
 \_\_\_\_\_ present information using appropriate delivery techniques  
 \_\_\_\_\_ analyze effectiveness & purposes of oral messages & audience responses  
 \_\_\_\_\_ collaborate to gather & interpret information from observing, speaking, & listening & to prepare & deliver messages & products

\_\_\_\_\_ apply listening, speaking & observing skills to conduct authentic independent inquiry tasks in order to create products

Penmanship

\_\_\_\_\_ write neatly & legibly

**MATHEMATICS EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

3. Develop abilities in math.

- a. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify, summarize).
- b. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- d. The quality process (plan, draft, analyze and revise when producing products).

2. Be able to apply math knowledge & skills to a variety of purposes.

- p. Be able to use a variety of strategies in the problem-solving process (patterns, tables, diagrams, simplify, brainstorm, guess and check) in a step-by-step manner (research, thesis, support, recommendations).
- q. Be able to conduct research (locate, observe/gather, present, analyze, conclude).
- r. Be able to use proper technique (pencil-paper, mental math, calculators, computers, and other technology) to assist problem-solving (safely, effectively, efficiently, accurately) and to create, evaluate, solve problems with graphs, charts, and tables.
- s. Possess technical skill (These technical skills may be used in math classes but are not part of the math curriculum):  
 -read/write/present: instructions, table chart, lab report, specifications, proposal, letters ( complaint, recommendation), manual, form, checklist, technical research, bid, technical analysis, summary  
 -technology: word processing, spreadsheets, database, desktop publishing, Internet, search tools, AV production
- t. Be able to use mathematical terminology and notation

**MATH (A.E. 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13)**

Number/Computation (2.7, 2.8, 2.11, 2.12)

\_\_\_\_\_ understand rational numbers  
 \_\_\_\_\_ fractions  
 \_\_\_\_\_ decimals  
 \_\_\_\_\_ percents

- \_\_\_\_\_ a. < 1
- \_\_\_\_\_ b. consumer

applications

\_\_\_\_\_ understand irrational numbers  
 \_\_\_\_\_ square roots  
 \_\_\_\_\_ pi  
 \_\_\_\_\_ ordering on a number line  
 \_\_\_\_\_ magnitude  
 \_\_\_\_\_ apply & identify integers  
 \_\_\_\_\_ add  
 \_\_\_\_\_ subtract  
 \_\_\_\_\_ multiply  
 \_\_\_\_\_ divide  
 \_\_\_\_\_ order on a number line  
 \_\_\_\_\_ magnitude  
 \_\_\_\_\_ understand properties  
 \_\_\_\_\_ cross-multiplication

\_\_\_\_\_ real-life applications  
 \_\_\_\_\_ relation of ratios & proportions

\_\_\_\_\_ determine inverse operations  
 \_\_\_\_\_ add/subtract  
 \_\_\_\_\_ multiply/divide  
 \_\_\_\_\_ relationships

\_\_\_\_\_ demonstrate exponents  
 \_\_\_\_\_ scientific notation  
 \_\_\_\_\_ place value

\_\_\_\_\_ identify prime/composite numbers  
 \_\_\_\_\_ factors (GCF)  
 \_\_\_\_\_ multiples (LCM)

\_\_\_\_\_ utilize estimation (rounding) techniques/strategies  
 \_\_\_\_\_ large & small quantities  
 \_\_\_\_\_ computation skills

\_\_\_\_\_ application of properties  
 \_\_\_\_\_ commutative  
 \_\_\_\_\_ associative  
 \_\_\_\_\_ distributive  
 \_\_\_\_\_ show relationship

Geometry/Measurement (2.8, 2.9, 2.10, 2.11)  
 \_\_\_\_\_ discover & apply the Pythagorean Theorem  
 \_\_\_\_\_ derive & use formulas for various rates

\_\_\_\_\_ distance/time

\_\_\_\_\_ miles per hour

\_\_\_\_\_ volume

\_\_\_\_\_ surface area

\_\_\_\_\_ a. cube

\_\_\_\_\_ b. cylinder

\_\_\_\_\_ c. rectangular prism

\_\_\_\_\_ relationships among concepts

\_\_\_\_\_ develop & apply proportionality & their relationships

\_\_\_\_\_ scale models

\_\_\_\_\_ actual figures

\_\_\_\_\_ investigate transformations in coordinate plane

\_\_\_\_\_ congruence

\_\_\_\_\_ proportionality

\_\_\_\_\_ similarity

\_\_\_\_\_ counting techniques through shortest path networks

Algebraic Ideas (2.7, 2.8, 2.9, 2.10, 2.11, 2.12)

\_\_\_\_\_ generalize rules to the nth term

\_\_\_\_\_ represent, interpret functions through

input/output

\_\_\_\_\_ know algebraic terminology

- \_\_\_\_\_ use a variety of methods & representations to create/solve one-two variable linear one & two step equation
- \_\_\_\_\_ model equations
- \_\_\_\_\_ solve one step equations
- \_\_\_\_\_ solve two step equations
- \_\_\_\_\_ model inequalities
- \_\_\_\_\_ solve inequalities
- \_\_\_\_\_ explain how change in one variable affects change in another variable
- \_\_\_\_\_ distance formula
- \_\_\_\_\_ simplify algebraic expressions
- \_\_\_\_\_ solve problems involving substitutions
- \_\_\_\_\_ investigate Cartesian coordinate plan
- \_\_\_\_\_ organize tables
- \_\_\_\_\_ plot points
- \_\_\_\_\_ graph linear functions
- \_\_\_\_\_ determine slope
- \_\_\_\_\_ determine equation of a line  
( $y=mx+b$ )
- Probability and Statistics (2.8, 2.9, 2.11, 2.13)**
- \_\_\_\_\_ collect, organize, analyze & interpret data

- \_\_\_\_\_ circle graphs
- \_\_\_\_\_ scatter plots
- \_\_\_\_\_ box & whisker plots
- \_\_\_\_\_ histograms
- \_\_\_\_\_ make predictions, draw conclusions, & verify results from statistical data & probability experiments
- \_\_\_\_\_ select an appropriate graph to represent given data & justify its use
- \_\_\_\_\_ circle graph
- \_\_\_\_\_ line plot
- \_\_\_\_\_ box & whisker
- \_\_\_\_\_ compare data from various types of graphs
- \_\_\_\_\_ recognize that statistics can be interpreted in many ways
- \_\_\_\_\_ mean
- \_\_\_\_\_ median
- \_\_\_\_\_ mode
- \_\_\_\_\_ range
- \_\_\_\_\_ outliers
- \_\_\_\_\_ gaps
- \_\_\_\_\_ clusters of data
- \_\_\_\_\_ analyze situation, such as games of chance,

- board games, or grading scales, & make predictions using knowledge of probability
- \_\_\_\_\_ identify & describe the number of possible arrangements of several objects
- \_\_\_\_\_ tree diagram
- \_\_\_\_\_ basic counting principle
- \_\_\_\_\_ sample space represented in the form of a list, picture, chart or tree diagram
- \_\_\_\_\_ investigate & explain the role of probability in everyday decision making
- \_\_\_\_\_ design & conduct probability experiments & interpret the results
- \_\_\_\_\_ explore concepts of randomness & independent events
- \_\_\_\_\_ determine theoretical probabilities, compare that to experimental results, & explain reasons why there might be differences
- \_\_\_\_\_ ratio
- \_\_\_\_\_ decimal
- \_\_\_\_\_ percent
- \_\_\_\_\_ determine & interpret clusters, quartiles, gaps, & outliers in data

**SCIENCE EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

11. Develop abilities in science.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, decide, relate, interpret, simplify).
  - b. Communication (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
12. Be able to apply science knowledge & skills to a variety of purposes.
  - a. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusions).
  - b. Be able to conduct research (field research, library research, experimentation).
  - c. Be able to use scientific equipment appropriately (balances, microscopes, meter sticks, beakers).
  - d. Apply knowledge of the relationship between humans, the environment, and the earth's resources (pollution, conservation) to improve the environment.
  - e. Be able to use technology and mathematics in scientific investigations.
    - i. Read/write/present: instructions, table, chart, reports (progress, research, lab), proposal, letters (complaint, request, response), manual, checklist, pamphlet, bid, technical analysis, summary.
    - ii. Technology: word processing, database, desktop publishing
13. Be able to communicate designs, procedures, and results of scientific investigations (models and scales).

**SCIENCE (A.E. 2.1- 2.6)**

Scientific Inquiry (2.1)

- \_\_\_\_\_ be able to solve problems using the scientific method
- \_\_\_\_\_ be able to conduct field & library research & experimentation
- \_\_\_\_\_ be able to use scientific equipment appropriately
- \_\_\_\_\_ be able to integrate technology & mathematics in scientific investigations to enhance the gathering & manipulation of data
- \_\_\_\_\_ be able to communicate & defend a scientific argument
- \_\_\_\_\_ be able to understand that scientific history & knowledge influence the design & interpretation of investigations
- \_\_\_\_\_ be able to evaluate results of investigations of other scientists
- \_\_\_\_\_ be able to understand that scientific investigations are conducted for a wide variety of reasons

Physical Science (2.2 – 2.6)

- \_\_\_\_\_ analyze properties of matter
- \_\_\_\_\_ describe changes in properties of matter
- \_\_\_\_\_ determine boiling point of different substances
- \_\_\_\_\_ recognize that different substance have different freezing points

- \_\_\_\_\_ evaluate gravitational forces & their effect on objects at rest & in motion
- \_\_\_\_\_ differentiate Newton's Laws of Motion
- \_\_\_\_\_ measure forces on objects (i.e. velocity, speed, acceleration, momentum, constant speed, friction, gravity)
- \_\_\_\_\_ recognize & separate different types of mixtures
- \_\_\_\_\_ investigate transfer of energy (e.g. heat, light, electricity, mechanical motion, sound)
- \_\_\_\_\_ differentiate between the characteristics that identify compounds & their components
- \_\_\_\_\_ differentiate how elements combine in a multitude of ways to produce compounds
- \_\_\_\_\_ classify substances into categories based upon their reactions
- \_\_\_\_\_ predict conservation of mass within chemical reactions
- \_\_\_\_\_ recognize that chemical elements do not break down during normal laboratory reactions
- \_\_\_\_\_ analyze & differentiate between physical & chemical changes
- \_\_\_\_\_ describe the motion of an object can be described by its position, directions of motion, & speed
- \_\_\_\_\_ demonstrate that an object is subjected to balanced forces will remain at rest or will continue to move at a constant speed & in a straight line
- \_\_\_\_\_ recognize that unbalanced forces will cause changes in the speed or direction of an

- objects' motion
- \_\_\_\_\_ demonstrate how vibrations in materials set up wave like disturbances that spread away from the source
- \_\_\_\_\_ recognize that energy is a property of many substances & is associated with heat, light, electricity, mechanical motion, sound, nuclei, & the nature of a chemical
- \_\_\_\_\_ demonstrate the many ways energy is transferred
- \_\_\_\_\_ infer that heat moves in predictable ways
- Physical Science (2.2-2.6)
- \_\_\_\_\_ identify how light interacts with matter by transmission
- \_\_\_\_\_ analyze how the Sun's energy arrives as light with a range of wave lengths
- \_\_\_\_\_ demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, & chemical changes are produced
- Earth Science (2.1-2.6)
- \_\_\_\_\_ understand the layers of the Earth
- \_\_\_\_\_ investigate Earth's systems
- \_\_\_\_\_ analyze Earth's history
- \_\_\_\_\_ understand constructive & destructive forces relative to landforms
- \_\_\_\_\_ understand patterns of earthquakes, volcanoes, & deposition
- \_\_\_\_\_ understand the rock cycle
- \_\_\_\_\_ recognize products of the rock cycle each having different chemical composition &

Eighth Grade Yr. _____ - _____ Student	Teacher _____	
<p>texture            ___ understand the water cycle            ___ understand methods of transportation of minerals to the ocean            ___ understand composition of atmosphere &amp; how it supports all human life            ___ understand how the water cycle affects patterns of weather &amp; climate            ___ understand the Sun is a major source of energy for the Earth            ___ understand how the Sun's energy affects the growth of plants, winds, ocean currents, &amp; the water cycle            ___ understand that tilt of the Earth on its axis &amp; how that affects the changing of the seasons            ___ understand climate changes due to changes of the Earth's crust &amp; atmosphere            ___ recognize that small changes in the atmosphere can significantly affect the Earth's climate if the change lasts long enough            ___ recognize the environmental conditions &amp; life changes that fossils provide            ___ recognize how human activities affect Earth's land, water, &amp; atmosphere            ___ understand how the Earth's limited quantity of natural resources affect environment &amp; society            ___ understand how recycling &amp; conservation methods affect humankind &amp; the quality of life on Earth            ___ understand the components of our solar system including the nine planets, their composition, size, structure, &amp; surface features &amp; orbital pattern            ___ understand the role the sun plays in determining the characteristics of a planet            ___ recognize that large numbers of asteroids &amp; comets also orbit the Sun            ___ understand how the orbit of objects in the solar system is what determines the day, year &amp; also eclipses            ___ understand that gravity is what keeps the planets in motion around the sun            ___ understand the size of our Sun as a star            ___ be able to recognize its location &amp; shape in the universe            ___ recognize the type of galaxy in which the Sun lies            ___ recognize that it may take light billions of years to reach Earth due to distance of other galaxies            ___ be able to recognize a constellation            ___ understand that constellations are seen in different locations of the sky in different seasons</p>	<p>___ organs            ___ organ systems            Analyze Reproduction            ___ asexual            ___ sexual            Examine roll of genetics within living organisms            ___ heredity            ___ DNA            ___ genes/traits            ___ innate/acquired behaviors            Analyze regulation of physiological change &amp; behavioral adaptations            ___ homeostasis            ___ adaptations            ___ energy relationships/transfers through ecosystems            ___ populations            ___ environmental issues            ___ extinction            Applications/Connections in Science (2.2-2.6)            ___ describe the effects of science &amp; technology on today's society            ___ explore science careers            ___ investigate the importance of scientific discoveries in word history            ___ recognize the role of science in populations, issues related to resources, &amp; environmental changes</p>	<p>prevention of communicable diseases (e.g. hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STD's) &amp; the impact of those diseases on personal health            ___ describe risk factors for non-communicable diseases among adolescents (e.g. cancer, diabetes, high blood pressure).            ___ practice the disease prevention strategies of communicable diseases (e.g. colds, hepatitis, influenza, TB, mononucleosis, AIDS/HIV/STD's)            ___ identify consequences &amp; risks of adolescents behavioral choices (e.g. tobacco, alcohol, &amp; other drug use, sexual involvement, violent behaviors) &amp; alternatives to situations faced by adolescents  <u>Mental Wellness (2.32)</u>            ___ recognize the symptoms, cause, &amp; treatment of mental illness (e.g. depression, anxiety)            ___ assess consequences &amp; risks of choices &amp; actions of smoking, drinking &amp; other drug use of adolescents &amp; how they affect physical &amp; emotional health            ___ identify the resources that are available to fight drug addiction (e.g. guidance, FRYSC, drug counselor)            ___ explain the effects of eating disorders on individuals &amp; their families &amp; their need for counseling for healthy body image            ___ practice strategies for dealing with peer pressure, managing stressful situations, &amp; preventing violence            ___ practice time management &amp; decision making strategies for stressful situations (test taking, deadlines, etc.)            ___ practice setting long term goals to promote mental &amp; emotional health  <u>Community Services (2.33)</u>            ___ identify the health &amp; safety hazards encountered by adolescents (e.g. explosives, firearms, hazardous waste)            ___ recognize services &amp; resources available in the communities (e.g. health dept., vol. Health org.)            ___ recognize the relationships of governmental standards (e.g. OSHA, inspections) as they relate to health &amp; safety            ___ describe the role of individuals &amp; society in preserving resources            ___ recognize the health-related problems in local, state, national &amp; international communities</p>
<p><u>Life Science (2.2-2.6)</u>            Classify &amp; identify living organisms according to their characteristics            ___ 7 levels of classification            ___ characteristics of the 5 kingdoms            Investigate Organisms' Structure            ___ cells            ___ tissues            ___ organs            ___ organ systems            Investigate Organisms' Function            ___ cells            ___ tissues            ___ organs            ___ organ systems            Investigate Organisms' Growth            ___ cells            ___ tissues</p>	<p><b>PRACTICAL LIVING/HEALTH (A.E. 2.29, 2.30, 2.31, 2.32, 2.33)</b> *Can be integrated into other content areas  <u>Individual Well Being (2.29)</u>            ___ practice group processing strategies (e.g. collaboration) (s.s. &amp; l.a.)            ___ practice conflict resolution strategies (s.s &amp; l.a.)            ___ describe the structure &amp; functions of body systems (e.g. reproductive, digestive, &amp; circulatory) (science)            ___ identify abstinence as the only sure means of preventing pregnancy &amp; STD's (science)  <u>Consumer Decisions (2.30)</u>            ___ compare products by price, quality, &amp; availability to make informed decisions (math &amp; l.a.)            ___ consider environmental issues when making consumer decisions (science)            ___ describe budgeting procedures for achieving short &amp; long-term goals (math)  <u>Personal Wellness (2.31)</u>            ___ recognize the strategies to maintain personal safety in the area of traffic &amp; transportation related areas            ___ practice basic first aid for a variety of life threatening emergencies (e.g. choking, shock, poisoning)            ___ describe how diet, exercise, rest, &amp; other choices affect body systems &amp; the way they work together to maintain health            ___ describe the role of nutrients needed for proper growth &amp; development            ___ identify &amp; implement how dietary guidelines, the food pyramid, &amp; other nutrition resources are used in making daily food choices            ___ determine the impact of how diet, exercise, rest &amp; other nutritious choices affect appearance, performance, &amp; disposition            ___ describe the effects of diet, exercise &amp; rest on body systems            ___ recognize the risk factors, transmission &amp;</p>	<p>___ relate impact of exercise &amp; nutritional practices on the way adolescents look, feel, &amp; perform            ___ relate benefits of exercise &amp; fitness to physical development            ___ evaluate their own health related fitness            ___ monitor intensity of exercise (e.g. resting, heart rate, recovery time)            ___ apply principles of fitness training &amp; conditioning in activities            ___ identify the impact of exercise &amp; nutritional practices on adolescent's looks, feelings &amp; performance  <u>Psychomotor Skills (2.34)</u>            ___ applies movement concepts in various games &amp; sports activities            ___ demonstrates principles of motor skill</p>

refinement  
 \_\_\_ use basic offensive & defensive strategies in games and/or sports  
 \_\_\_ critique transitional movement sequences & patterns to make recommendations for improvement  
 \_\_\_ develop transitional motor skills for

participation in games, activities, & rhythmic movements (baseball, soccer, basketball)  
 \_\_\_ develop techniques to achieve consistency in performance in games and/or sports  
 \_\_\_ analyze object manipulation to make recommendations for improvement

Lifetime Activity (2.35)  
 \_\_\_ demonstrates sportsmanship  
 \_\_\_ demonstrates techniques & skills related to performance in games/sports  
 \_\_\_ identify benefits of regular participation in leisure, recreational, & competitive physical activity

**SOCIAL STUDIES EXIT EXPECTATIONS**

**Abilities Standards** (Apply the following to each content outcome).

7. Develop abilities in social studies.
  - a. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, relate, interpret, simplify).
  - b. Communications (present, demonstrate, collaborate, explain, defend, recommend) using appropriate vocabulary.
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (plan, draft, analyze, & revise when producing products).
8. Be able to apply social studies knowledge & skills to a variety to purpose.
  - a. Be able to conduct & present research (locate/observe/gather information, analyze a situation, draw a conclusion, predict an outcome, support a position, create a model & explain a process).
  - b. Be able to relate social studies to your life.

**SOCIAL STUDIES (A.E. 1.2, 1.11, 2.14, 2.16, 2.17, 2.18, 2.19, 2.20, GOALS 3, 4, 5, 6)**

\_\_\_ write using social studies concepts & vocabulary  
 \_\_\_ develop open response & writing portfolio pieces through the content area

History (2.20)

\_\_\_ recognize importance of major historical U.S. documents (e.g. Magna Carta, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights)  
 \_\_\_ realize origin of early American settlers & why they came (e.g. Africans, Europeans)  
 \_\_\_ identify colonial life, religion & forms of government  
 \_\_\_ know causes, effects, & outcome of Revolutionary War  
 \_\_\_ know causes, effects & outcome of War of 1812  
 \_\_\_ understand Jacksonian “democracy”  
 \_\_\_ demonstrate an awareness of the effects the crusades had on world wide trade  
 \_\_\_ see the relevancy of the Industrial Revolution & its effects  
 \_\_\_ understand reasons for Western expansion (e.g. Manifest Destiny)  
 \_\_\_ know leading causes of Civil War (e.g. admission of slave/non-slave states to Union, cultural/economic differences between the North & the South)  
 \_\_\_ have knowledge of major programs designed to rebuild South after the war (e.g. know success/failures)

Geography (2.19)

\_\_\_ understand technologies influence on human/environment interaction  
 \_\_\_ know the five themes of geography  
 \_\_\_ know how current events are influenced by geography  
 \_\_\_ recognize the importance of human/physical environment patterns  
 \_\_\_ explain characteristics of settlements & modifications  
 \_\_\_ understand how settlement patterns influence U.S. culture  
 \_\_\_ understand physical environments’ affects on settlements  
 \_\_\_ know migration & settlement patterns in early world civilizations

Economics (2.18)

\_\_\_ understand the concept of imbalance between unlimited wants/limited resources  
 \_\_\_ analyze advertisements, consider personal finances & examine opportunity costs  
 \_\_\_ explain how price of goods & service are determined by supply & demand  
 \_\_\_ recognize that all societies must deal with questions about production, distribution & consumption  
 \_\_\_ examine the basic economic questions considered by producers  
 \_\_\_ examine how problems of scarcity cause the creation of economic systems  
 \_\_\_ compare the two types of economies, traditional command or market  
 \_\_\_ explore various economic institutions  
 \_\_\_ explain how markets help buyers & sellers  
 \_\_\_ understand the use of money & the value of goods & services  
 \_\_\_ explore how resources are used to make goods/services  
 \_\_\_ examine relationship between risk verses profits  
 \_\_\_ investigate how competition impacts the price of goods/services

Government and Civics (2.14, 2.15)

\_\_\_ students will be able to recognize & analyze different sources & forms of governments over time (e.g. monarch, parliamentary, republic, democracy, socialism)  
 \_\_\_ demonstrate knowledge of U.S. system of government including system of checks & balances  
 \_\_\_ understand how individuals function in democratic society  
 \_\_\_ know the constitution establishes a limited government with powers shared among different levels  
 \_\_\_ understand that governments formed to establish order, provide security & meet common goals  
 \_\_\_ understand that various regional & geographical factors influence how governments function  
 \_\_\_ examine the rights & responsibilities of individuals in American society by analyzing democratic principles (eg. liberty, justice)  
Culture & Society (2.16, 2.17)

\_\_\_ examine the concept of culture (e.g. skills, tradition, language, art, & beliefs) in past civilizations, the U.S., & the modern world  
 \_\_\_ investigate & compare how cultures & social institutions have & do address human needs in past civilizations, the U.S., & the modern world  
 \_\_\_ analyze & give examples of social interactions, including conflict & cooperation, among individuals & groups of past civilizations, the U.S. & the modern world

**VOCATIONAL STUDIES (A.E. 2.36, 2.37, 2.38)**

Career Path Options (2.36)\*School Guidance Counselor

\_\_\_ determine personal strengths, interests, & abilities( e.g. aptitude test, interest inventories)  
 \_\_\_ develop a career plan  
 \_\_\_ understand educational achievement determines career opportunities  
 \_\_\_ know career choice determines life roles & life styles (e.g. income yields purchasing power)  
 \_\_\_ understand geographic area determines career options (ex. Occupational clusters)

Transition Skills (2.37)\*Social Studies

\_\_\_ demonstrate mediation/facilitation skills in conflict resolution & problem solving  
 \_\_\_ identify good/bad work ethics (e.g. punctuality, honesty)  
 \_\_\_ select appropriate technological devices for specific purposes  
 \_\_\_ know valued employability attributes (e.g. communication skills, dependability)  
 \_\_\_ demonstrate personal behavior affects safety of self & others

Opportunity Planning (2.38) \*School Guidance Counselor

\_\_\_ have transition plan in place from middle to high school  
 \_\_\_ develop intermediate & short-term goals  
 \_\_\_ evaluate personal presentation skills  
 \_\_\_ examine the concept of net working/ teamwork  
 \_\_\_ act as a mentor  
 \_\_\_ develop & use strategies to highlight personal strengths

**VISUAL ARTS STANDARDS EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in visual arts.
  - a. Higher thinking (analyze, evaluate, classify, decide, compare).
  - b. Communications (present, persuade, collaborate, explain, recommend).
  - c. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
  - d. The quality process (imitate, explore, notate, improvise, revise rehearse).
2. Be able to apply abilities within visual arts to a variety of purposes.
  - a. Understand and recognize that visual arts is a way of expressing the culture and history of a particular group of people.
  - b. Be able to create and explain a piece of art.
  - c. Be able to communicate an idea through a work of art.
  - d. Be able to use different art elements to compare various works of art.

**ARTS AND HUMANITIES (A.E. 1.13, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27)**

\_\_\_\_\_ use appropriate art vocabulary as it relates to the analysis of art works, periods, & cultures (social studies)

**Elements of Visual Arts (A.E. 1.13, 2.22 – 2.26)**

\_\_\_\_\_ effectively write about the elements & principles of design as they relate to works of art

\_\_\_\_\_ interpret works of art with attention given to the elements of art: line, shape, color, form, texture, space, & value with emphasis placed on shade (tint, shades), Color Group (monochromatic), space (positive/negative & perspective) & value (line-shadow)

\_\_\_\_\_ interpret works of art with attention given to principles of art such as repetition, pattern, balance, emphasis contrast, rhythm, proportion, & movement (emphasis placed on symmetry/asymmetry, focal point, light & dark, proportion, & movement)

\_\_\_\_\_ identify & describe a variety of art media: two dimensional (crayon, pencil, fabric, yarn, paint-tempera & water color, ink & pastels) three dimensional (clay, paper-mache', found objects (e.g. wood, glass, metal & stone) \_\_\_\_\_ students will effectively convey their knowledge of the art processes focussing on two dimensional art (painting, fabric design, print making & mosaics) & three dimensional art (ceramics, sculpture, & architecture)

\_\_\_\_\_ demonstrate understanding subject matter (e.g. landscape, portrait, still life, abstract, & non objective art)

\_\_\_\_\_ describe & compare the characteristics & purposes of art representing cultures (e.g. Near Eastern, African, European, Native American, Asian, & Latin American), historical periods, & styles (e.g. Renaissance, 19<sup>th</sup> Century Impressionism, Realism, Naturalism)

\_\_\_\_\_ recognize art as having purpose (e.g. ritual, to imitate nature, be expressive & have a narrative meaning)

\_\_\_\_\_ be able to effectively use varieties of art media, processes & subject matter to communicate ideas, feelings, & experiences

**DANCE EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in dance.
  - a. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - b. Communications (express emotion, listen, respond).
  - c. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - d. The quality process (plan, draft, improvise, rehearse, critique, and revise when producing products).
7. Be able to apply abilities within dance to a variety of purposes.
  - a. Understand and recognize that dance is a way of expressing the culture and history of a particular group of people.
  - b. Be able to use movement ideas to compare a dance.
  - c. Be able to create and perform a creative dance and/or a folk dance.
  - d. Be able to create and perform with a partner a dance that has a theme.
  - e. Be able to communicate an idea through dance with a unified beginning, middle, and end.
  - f. Be able to perform a folk dance.

**DANCE (A.E. 1.15, 2.22 – 2.26)**

*Responding*

\_\_\_\_\_ awareness of dance vocabulary (e.g. space, time, rhythm pattern, force)

\_\_\_\_\_ express thoughts/feelings in dance

\_\_\_\_\_ awareness of loco-motor movement (e.g. step, hop, grapevine, polka, waltz, two-step)

\_\_\_\_\_ identify non loco-motor movement (e.g. push, pull, fall, dodge, sway, rise)

\_\_\_\_\_ differentiate dance movements from athletic or pedestrian movement

\_\_\_\_\_ analyze, interpret, & differentiate use of compositional form/body alignment (e.g. ABA, call & response, narrative, balance, isolation of body parts, evaluation, landing)

**LITERATURE \*Language Arts**

*Elements of Literature*

\_\_\_\_\_ characterization

\_\_\_\_\_ define (plot, structure, characters, point of views, setting, language, style, theme)

*Literary Characteristics*

\_\_\_\_\_ Identify/differentiate fiction vs non-fiction

\_\_\_\_\_ literary genres (e.g. folk literature, poetry, essays, plays, short stories, novels)

**MUSIC EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

1. Develop abilities in dance.
  - i. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - j. Communications (express emotion, listen, respond).
  - k. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - l. The quality process (imitate, explore, notate, improvise, revise rehearse).
8. Be able to read, write, perform, and listen to music for a variety of purposes.
  - a. Be able to express emotion and meaning through music as an essential and integral part of human existence.
  - b. Understand other cultures through music by listening, singing, and playing instruments.
  - c. Know that music is "the universal language".
  - d. Be able to sing and play, listen to and enjoy music.
  - e. Be able to use electronic media.
  - f. Be able to appreciate musical heritage.
  - g. Be able to appreciate the connections between music and the other arts and humanities.
  - h. Be able to read music notation.
  - i. Understand advanced elements of music through group performance.

**MUSIC (A.E. 1.14, 2.21- 2.27)**

Define Rhythm

- \_\_\_ syncopation
- \_\_\_ tempo (allegro, moderato, largo)
- \_\_\_ time signature (6/8)
- \_\_\_ rhythmic duration (8<sup>th</sup> – 16<sup>th</sup>)

Define Melody

- \_\_\_ phrase
- \_\_\_ cadence
- \_\_\_ bass clef sign
- \_\_\_ notes (treble clef & bass clef notes)
- \_\_\_ key signature components

Define Harmony

- \_\_\_ harmonic progressions (blues)
- \_\_\_ modulation (major/minor scale patterns)

Define Form

- \_\_\_ theme & narration 1<sup>st</sup> & 2<sup>nd</sup> endings
- \_\_\_ special signs & abbreviations

Define Timbre

- \_\_\_ electronic/synthesize
- \_\_\_ voices (soprano, alto, tenor & bass)
- \_\_\_ key boarding

Define Dynamics

- \_\_\_ crescendo/decrescendo
- \_\_\_ dynamic markings

Compare & Contrast Elements & Forms

- \_\_\_ sing/play using notation

Identify & Classify

- \_\_\_ instruments (folk/orchestra)

Compose & Notate

- \_\_\_ short pieces of music
- \_\_\_ sing/play alone
- \_\_\_ analyze interpret & evaluate
- \_\_\_ musical terms & elements to describe technical & expressive qualities

Historical & Cultural Context

- \_\_\_ Culture, Periods & Styles
- \_\_\_ Asian
- \_\_\_ European
- \_\_\_ recreational/ceremonial/artistic
- \_\_\_ Renaissance
- \_\_\_ Classical
- \_\_\_ Romantic
- \_\_\_ 20<sup>th</sup> Century
- \_\_\_ Jazz
- \_\_\_ Spirituals/Gospel
- \_\_\_ musical theatre
- \_\_\_ Baroque Period
- \*Analyze, interpret, & evaluate how factors such as time, place & ideas are reflected in the above time periods.
- \_\_\_ identify & compare different styles of music

**DRAMA/THEATRE EXIT EXPECTATIONS**

**Ability Standards** (Apply the following to each content outcome).

5. Develop abilities in drama/theatre.
  - a. Higher thinking (analyze, evaluate, classify, interpret, perform, create, describe).
  - b. Communications (express emotion, listen, respond).
  - c. Goal setting/attainment (understand, notate, organize, demonstrate, practice).
  - d. The quality process (plan, draft, improvise, rehearse, critique, and revise when producing products).
6. Be able to apply abilities within drama/theatre to a variety of purposes.
  - a. Be able to express emotion and meaning through dramatic performances.
  - b. Understand and recognize that drama/theatre is a way of expressing the culture and history of a particular group of people.
  - c. Be able to use electronic media.
  - d. Be able to appropriate the connections between drama/theatre and other arts and humanities.
  - e. Be able to use different dramatic elements to compare various theatrical performances.

Elements of Drama (A.E. 2.22-2.26)

\*Language Arts

- \_\_\_ plot
- \_\_\_ rising action
- \_\_\_ turning point
- \_\_\_ falling action
- \_\_\_ theme
- \_\_\_ language
- \_\_\_ motivation
- \_\_\_ setting
- \_\_\_ mood
- \_\_\_ characterization

Elements of Production

- \_\_\_ staging (arena, thrust, proscenium)
- \_\_\_ scenery (props)
- \_\_\_ costumes/makeup

- \_\_\_ sound/lighting
- \_\_\_ identify vocabulary for scripted scene
- \_\_\_ identify jobs/skills needed to work in theatre

Elements of Performance \*Health/P.E. Teacher

- \_\_\_ breath control
  - \_\_\_ diction
  - \_\_\_ body alignment/movement
- Collaborative Artistic Processes
- \_\_\_ Plan (performance, set design)
  - \_\_\_ perform (in class or assembly)
  - \_\_\_ respond (reflect/critique performance of self/others)
  - \_\_\_ evaluate (self & others)

Real World

- \_\_\_ compare/contrast/identify

- a. Theatre
    - \_\_\_ Musical Theatre
    - \_\_\_ Dramatic Theatre
    - \_\_\_ Comedy Theatre
  - b. Television
  - c. Film
  - d. Dance
  - e. Cultures, periods, styles
- \_\_\_ relate theatre to personal experience
- Historical/Cultural Context \*Social Studies
- Teacher
- \_\_\_ Greek
  - \_\_\_ Elizabethan
  - \_\_\_ Modern

Year's Summary (\_\_\_\_ - \_\_\_\_)

- \_\_\_ Must remain in the Eight Grade Program next year
- \_\_\_ Has Mastered 8<sup>th</sup> Grade level skills
- \_\_\_ Exiting 8<sup>th</sup> to 9<sup>th</sup> grade

\_\_\_\_\_  
Guardian's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date