

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Language Arts Standards  
Seventh Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in language arts.
  - A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
  - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - C. Goal setting and 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, genre) and informational texts. State Ri
  - B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
  - C. Be able to conduct research (locate, observe and gather, analyze, conclude).
  - D. Possess technical skills:
    - read, write and 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;
    - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production.
  - E. Be able to use reading strategies & word analysis skills to comprehend texts for specific purposes. St R2

Course Content [Read, write, speak, and listen skillfully.]

3. Be able to increase vocabulary and reading rate with multi-purpose reading techniques and advanced study skills.
  - A. Use knowledge of words and word origins, roots, structure and context clues, as well as dictionaries and glossaries, to comprehend new words in text. R2.3.3
  - B. Develop and explain personal system for learning vocabulary in all subject areas.
  - C. Explain personal adaption of reading techniques to different subjects and for different purposes (enjoyment, study, research, review, reading aloud).
  - D. Outline, summarize, and take precise and concise notes for specific purposes.
  - E. Develop and explain personal system for marking written material (underline, highlight, margin notes, sticky notes).
  - F. Identify and use to skim, scan, and study sections, organizational pattern, format, graphic elements, and visual keys of all textbooks.

Seventh Grade Language Arts (cont.)

4. Be able to read to understand mythology, literary genre (narrative poetry, short stories, drama), and literary devices (flashback, foreshadowing, symbolism, imagery, personification, allusion).
  - A. Identify major traits of mythology, explain purpose of mythology, identify how mythology is used in literature and modern popular culture, and compare mythology to the three genre.
  - B. Identify literary elements (setting, characterization, plot, plot line, theme, point of view) in the three genre and compare and contrast the three genre for use of literary elements, strengths or weaknesses, and personal and audience response. Ri .3.4
  - C. Define, locate, and evaluate use of the literary devices in mythology and the three genre.
  - D. Relate mythology and literature read to self and the real world.
  - E. Recommend with evaluation of literary elements and devices specific examples of the three genre.
  
5. Be able to write and deliver three-part research-based informative themes, presentations and opinions.
  - A. Select a topic appropriate to a given situation (audience, purpose, space and time requirements). Wi .3.2
  - B. Independently develop expertise on a subject with interviews, print media, and electronic media.
  - C. Develop and explain personal note taking and information organizing system.
  - D. State the central idea in a single sentence in the introduction and restate it in the conclusion.
  - E. Fully and clearly develop the central idea with introduction, supporting details, and summary.
  - F. Use statistics, quotations, examples, stories, analogies and graphics or visual aids as support.
  - G. Cite information in writing and in presentations. WI .3.4
  - H. In the final draft use correct grammar, usage, spelling, capitalization, punctuation, mechanics, word choice, formatting, sentence construction, paragraph structure. Wi .3.3
  - I. Revise writing for logic of the presentation of ideas, to improve organization, word choice, paragraph development, and appropriate choice of voice. WI .3.5
  - J. In speaking, use correct voice, body language, note cards, and visual aids.
  - K. Compare and contrast writing and speaking for organization, expectations, and advantages or weaknesses.
  - L. In discussion, answer questions politely and assertively to defend a position and to ask opinion questions.
  - M. Write opinions and recommendations in brief and clear form.
  
6. Be able to listen and read to analyze others' points of view and to learn.
  - A. Listen with an open mind (wait until all information has been received to form an opinion).
  - B. Tell fact from opinion and question the validity of facts and the basis of opinions.
  - C. Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas. Ri .3.2
  - D. Identify, state, and react to the speaker's or writer's point of view and bias.
  - E. Develop and explain personal method of taking, keeping, and reviewing notes.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Math Standards  
Seventh Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in math.
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
  - C. Goal setting and 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 and skills to a variety of purposes.
  - A. 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).
  - B. Be able to conduct research (locate, observe and gather, analyze, conclude).
  - C. Be able to use calculators, computers, and other technology to assist in problem solving (safely, effectively, efficiently, accurately) and to create, evaluate, and solve problems with graphs, charts, and tables.
  - D. Possess technical skills:
    - 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, spreadsheet, database, desktop publishing, Internet, search tools, AV production.
  - E. Apply mathematical concepts and processes to situations within and outside of school.

Course Content

3. Be completely comfortable with operations using integers. [Use this standard to allow students to either catch up or enhance higher level skills.]
  - A. Understand positive and negative numbers.
  - B. Name opposite integers.
  - C. Apply four operations to integers.
  - D. Apply appropriate operations.
  - E. Solve problems using operations.
  - F. Use a calculator with integers.
  
4. Be able to apply standard and metric measures for temperature, volume, area, mass, and money to real-life situations.
  - A. know the advantages of each system.
  - B. Select appropriate unit.
  - C. Use measuring devices.
  - D. Translate within a system.
  - E. Estimate and convert measurements between different systems (e.g., translate between monetary systems, translate between miles and kilometers). A2.4.2
  - F. Apply all terms properly.

Seventh Grade Math (Cont.)

5. Be able to apply ratios, proportions, averages, and percentages to real-life situations.
  - A. Find equivalent ratios, express relationships between numbers, and solve selected problems using ratios and proportions. A3.3.7, A3.4.7
  - B. Use equivalent fractions and cross products to solve problems.
  - C. Calculate mean, median, mode, and range, and justify a choice of mean, median, mode, or range as the best representation of data for a practical situation. A6.3.3
  - D. Use and translate between equivalent fractions, decimals, percents, proportions, and exponential forms. A3.3.6, A3.4.6
  - E. Set up and solve percentage problems.
  - F. Combine processes to solve problems.
  - G. Use a calculator to solve problems related to ratios, proportions, averages, and percentages.
  - H. Apply all terms properly.
  
6. Be able to apply fractions and decimals to real-life situations.
  - A. Define and know how to calculate repeating and non-repeating decimals.
  - B. Write decimals in scientific notation.
  - C. Convert between fractions and decimals.
  - D. Know when to use decimals or fractions.
  - E. Use operations with decimals and fractions. A1.4.5
  - F. Use a calculator with fractions and decimals.
  
7. Be able to use geometric principles to draw and compare lengths, area, and volume.
  - A. Know perpendicular and parallel lines, congruence, and similar figures.
  - B. Measure and construct lengths, angles, and plane geometric figures, to draw 3-D figures and to construct geometric figures (e.g., perpendicular bisectors, polygons with given dimensions, circles with given dimensions, perpendicular and parallel lines). A5.3.8
  - C. Calculate and compare surface area, perimeter, circumference, and volume of geometric figures (e.g., rectangular prisms, cylinders, and pyramids) using manipulatives and formulas. A5.3.4
  
8. Be able to solve basic algebraic equations.
  - A. Know meaning of variables and use commutative, associative, and distributive properties with variables. A1.3.7
  - B. Know inverse operations.
  - C. Know properties of equality (equals, addition, subtraction, multiplication and division).
  - D. Substitute answer to check.
  - E. Find the value of a variable by evaluating formulas and algebraic expressions for given values (e.g., given  $i = -4$  and  $w = -7$ ,  $A = -28$ ). A4.3.5
  - F. Generalize numeric and geometric patterns and sequences to find the next term and the  $n$ th term. A4.3.i
  - G. Identify and describe how a change in one variable in a function effects the remaining variables (e.g., how changing the length effects the area and volume of a rectangular prism). A4.3.2
  - H. Use a calculator to find a missing item in an arithmetic and a geometric sequence; predict the graph of each function. A4.3.3

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Social Studies Standards  
Seventh Grade (World Geography & History)

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in social studies.
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - 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 social studies knowledge and skills to a variety of purposes.
  - A. Be able to support positions in a responsible manner (research, thesis, organize support, recommendations).
  - B. Be able to relate social studies to self:
    - 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 self, the present, the future;
    - use the past and present (other cultures, other situations, and different places) to solve problems, make decisions, and predict the future;
    - relate current events to one's life (be conversant, know sources related to current events, conduct research).
  - C. Possess technical skills:
    - read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary;
    - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production.

Course Content

3. Possess a mental map of the physical characteristics of the world.
  - A. Be able to use a globe to show knowledge of the earth.
  - B. Be able to use charts and maps to show land and water forms.
  - C. Be able to develop charts and maps which show key information, such as population, resources, climate, and vegetation.
  - D. Be able to develop charts, maps, and graphs to depict change over time.
  - E. Be able to develop maps, charts, and graphs which show views of the earth at key points in history.
  - F. Be able to locate important information on maps, such as population, resources, climate, vegetation, landforms, and water masses.
  - G. Be able to use latitude and longitude to locate.
  - H. Be able to state and support opinions about the earth based on globes, charts, maps, and graphs.

Seventh Grade (cont.)

4. Understand how geography has shaped and changed cultures throughout history.
  - A. Know physical characteristics of the world which have been key influences in shaping cultures:
    - know the regions of the world and the culture of the people in each region, including values and behavior;
    - know the mountain ranges and water masses of the world, and how they have affected people;
    - know about the climate of the world and how it has affected people;
    - know about the natural resources of the world and how they have affected people;
    - know about great boundaries of the world and how they have affected people.
  - B. Be able to compare the cultures of others with one's own and relate cultures to their geographical settings.
  
5. Understand how various cultures have shaped and changed our world's geography.
  - A. Know how the earth has changed physically, including causes and effects.
  - B. Know how different cultures have changed the world's geography:
    - physically;
    - ecologically;
    - environmentally;
    - technologically.
  - C. Know techniques and strategies which have been used to protect and manage the environment.
    - A. Be able to predict future changes in the earth.
  
6. Understand key influences which shaped and still shape the world.
  - A. Know how and where key civilizations were formed.
  - B. Know about key world cultures throughout history.
  - C. Know about the daily life of people at various points in world history.
  - D. Know about the key people, events, inventions, and discoveries in the world, including motivation and impact.
  
7. Possess a mental timeline of world history
  - A. Know how to place key influences on a timeline.
  - B. Possess a logical sense of what life was like when key influences occurred.
  - C. Know causes and effects of key influences.
  
8. Possess a mental map of the world.
  - A. Be able to interpret maps and charts of the world.
  - B. Be able to make charts/maps to show information, such as population, resources, movement, and battles.
  - C. Be able to develop charts and maps to depict change over time.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Science Standards  
Seventh Grade (Life Science)

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in science.
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - 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).
  - E. Explore related careers and educational requirements.
  
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, conclusion).
  - B. Be able to conduct research (field research, library research, experimentation).
  - C. Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
  - D. Apply knowledge of the relationship between humans, the environment, and the earth's resources (pollution, conservation) to improve the environment.
  - E. Possess technical skills:
    - read/write/present instructions, table, chart, reports (progress, research, lab), proposal, letters (complaint, request, response), manual, checklist, pamphlet, technical research, bid, technical analysis, summary; technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production.

Course Content

3. Understand how life exists on earth.
  - A. Know that living things need energy, food, water, oxygen, living space, and proper temperature.
  - B. Know the relationship between the components of life.
  - C. Be able to apply knowledge that the sun is the initial source of all energy.
  
4. Understand that the cell is a basic unit of life.
  - A. Know the cell theory.
  - B. Know parts and functions of plant and animal cells.
  - C. Know cell division and reproduction.
  - D. Know examples of organisms that reproduce sexually and asexually.
  - E. Know advantages and disadvantages of both sexual and asexual reproduction.
  - F. Know process of sexual and asexual reproduction.
  - G. Know stages of development in sexual and asexual reproduction.
  
5. Be able to classify and identify living organisms using their characteristics.
  - A. Know the seven levels of the classification system.
  - B. Know characteristics of plant, animal, protocista (protista), monera, and fungi kingdoms

Seventh Grade (Cont.)

6. Understand the interrelationship between living things and their environment.
  - A. Know the needs to live in an environment.
  - B. Know about producers, consumers, and decomposers.
  - C. Know mutualis m, competition, predation, parasitism, and commensalism.
  - D. Know cyclic responses to the environment (hibernation, migration, adaptation, dormancy).
  - E. Know habitat, niche, ecosystem, community, and population.
  - F. Know about human effects on the environment.
  
7. Understand food chains and human effect on them.
  - A. Know components and illustration of a basic food chain.
  - B. Know difference between decomposer, producer, and consumer.
  - C. Know how food chains relate to food webs and energy pyramids.
  - D. Know how parts of food chains affect the energy flow.
  - F. Know the effects of human interference on the food chain.
  
8. Be able to use a microscope.
  - A. Know parts and functions of a microscope.
  - B. Be able to focus the microscope and observe a slide.
  - C. Be able to create a wet mount slide.
  - D. Be able to use the microscope to examine life forms.
  
9. Be able to project scientific concepts into the future.
  - A. Know principles of cryogenics (deep freezing).
  - B. Know about the possibility of extra-terrestrial life.
  - C. Explain the necessity of ethical standards in future scientific discoveries.
  - D. Know pros and cons of organ transplants.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Art Standards  
Seventh Grade

1. Understand and appreciate the cultural and historical context of art.
  - A. Know specific examples of how history and art have impacted each other.
  - B. Be able to research art from several points of view (cultural, artists, movements, historical, technical, etc.).
  - C. Know how a specific culture's art expresses details of that culture (values, settings, religion, etc.).
  - D. Be able to evaluate and respond to diversified art on the basis of the elements of design, subject matter, and theme.
  
2. Understand the elements of design in nature and human-made forms.
  - A. Know the elements of design.
  - B. Be able to identify the elements of design in nature and human-made forms.
  - C. Using the elements of design, be able to explain a personal reaction to specific forms/scenes in nature, formal/intentional art, and everyday objects.
  
3. Understand the use of subject matter and theme in visual art.
  - A. Know the concepts of subject matter and theme and be able to distinguish between them.
  - B. Be able to analyze own art, art of classmates, and famous art for subject matter and theme.
  - C. Be able to plan own art using the concepts of subject matter and theme.
  - D. Be able to relate the concepts of subject matter and theme to other art forms (literature, music, etc.).
  
4. Be able to experiment with a wide variety of materials/media and processes.
  - A. Know about several kinds of materials/media (name, strengths, weaknesses, unique traits, famous practitioners, requirements, safety considerations, and tools).
  - B. Be able to produce simple artistic works in each medium which show a conscious choice of varied subject matter and application of some of the elements of design.
  - C. Be able to use materials not normally considered artistic materials to create a work of art which has subject matter, theme, or both.
  - D. Be able to give a clear analysis of own reactions to, interest in, and achievement in each.
  
5. Be able to create artwork which is unique and explain it using the elements of design.
  - A. Be able to create complete works of art in more than one material/media which shows specific matter, intentional choice of theme, aesthetic appeal, and integration of the elements of design.
  - B. Be able to preplan the art.
  - C. Be able to evaluate own art and art of others on the basis of subject matter, theme, and the elements of design.
  
6. Be able to demonstrate with artistic expression increased awareness of social, natural, and human-made surroundings.
  - A. When placed in a familiar natural setting, social setting, and/or site in a building or neighborhood, be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).
  - B. Be able to render in simple but expressive and clear form some specific portion of the scene so that others can identify it.
  - C. Be able to render in simple but clear and expressive manner the scene from an unusual point of view or to make a specific comment about the scene.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Physical Education Standards  
Seventh Grade

Course Abilities (Should be achieved throughout year.)

1. Be able to apply physical education to life.
  - A. Be able to demonstrate physical fitness (coordination, endurance, nutrition, good attitude).
  - B. Be able to assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, relationship between body composition and fitness).
  - C. Know basics of individual and group sports and recreational activities (benefits, requirements, conditioning requirements, safety practices, responsibilities of participation, rules of activities).
  - D. Be able to manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
  - E. Be able to demonstrate sportsmanship in sports and recreation (benefits of competition, value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills).
  - F. Be able to use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, analyze strengths, weaknesses, and tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice).
  - G. Be able to demonstrate consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

Course Content

2. Be able to demonstrate knowledge and skills which better enable participation in group and team sports (basketball and volleyball).
  - A. Pre-basketball: use correct techniques when shooting, use correct techniques when driving to basket, know value of teamwork in basketball (appreciate role of all players and their contributions), and know strategies for succeeding (screens, helping on defense, driving and passing, screening off boards for rebounds, passing, moving without ball).
  - B. Pre-volleyball: serve (overhand and underhand) from service area, properly dig low ball, pass to front court position with ball hit by opponent, and know the strategies of volleyball (passing/setting, moving ball into best position, keeping ball alive).
3. Be able to assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity (assessment testing and walking/jogging).
  - A. Be able to assess physical fitness level using the AAPH ER, Presidential Fitness Test, and other health-related tests.
  - B. Be able to achieve average score on these tests.
  - C. Be able to walk/jog two miles to a time criterion.
4. Be able to demonstrate fundamental swimming, water safety, and diving skills.
  - A. Know and be able to demonstrate pool safety.
  - B. Be able to perform correct front crawl with rhythmic breathing for two lengths of the pool.
  - C. Be able to tread water for five minutes and float for five minutes.
  - D. Be able to perform sidestroke for one length.
  - E. Be able to perform standing front dive from low board.

Seventh Grade (cont.)

5. Be able to improve movement through rhythms and square dances and the schottische.
  - A. Be able to demonstrate basic skills of movement (coordination, fluidity, rhythm).
  - B. Be able to demonstrate selected square dances.
  - C. Be able to demonstrate the schottische.
  
6. Be able to demonstrate knowledge and skills which better enable participation in individual and dual sports and recreational activities (badminton and tennis).
  - A. Be able to apply proper warm-up and safety procedures.
  - B. Know local resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
  - C. Know equipment which can aid in sports and recreational activities.
  - D. Badminton: know and demonstrate proper serve techniques and rules, know and demonstrate court rotation during game, and know and apply rules of game (boundaries, scoring, net, serve).
  - E. Tennis: know and demonstrate forehand and backhand grips (be able to change during shot), know scoring and rules (boundaries, serving, no-add scoring), and hit volley and half-volleys across net with both forehand and backhand.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Music Standards  
Grades Seven and Eight General Music

1. Possess a knowledge of basic music signs and terms.
  - A. Be able to sight read for and explain dynamics.
  - B. Be able to sight read for and explain duration, rhythm, and tempo (rests and notes).
  - C. Be able to sight read for and explain miscellaneous markings.
  - D. Be able to sight read for and explain key signature and tone centers.
  - E. Be able to sight read for and explain form.
  
2. Possess an awareness of music from different periods and cultures (patriotic, folk and ethnic songs from various countries and cultures, traditional western European music, and traditional American music).
  - A. Be able to name and identify by hearing famous examples.
  - B. Know their origins and development.
  - C. Be able to explain with a clear basis the mood, feelings, and impact of each.
  - D. Be able to personally evaluate given works with some clear reference to musical terminology.
  
3. Be able to listen actively to music.
  - A. Be able to apply the concept of form.
  - B. Be able to determine and respond to tempo.
  - C. Be able to identify instrumental and vocal timbre.
  - D. Be able to identify major musical styles.
  - E. Be able to respond to and identify expression of feelings.
  
4. Understand the use of electronic instruments such as synthesizers, drum machines, sequencers, and computer software through classroom use.
  - A. Be able to identify electronic instruments by sight and sound in solo and in ensemble performance.
  - B. Know the purpose and uses of each.
  - C. Be able to create simple musical forms (rhythmic intros and tracks, codas, interludes).
  - D. Be able to use the equipment properly and carefully.
  
5. Be able to be a positive member of a concert audience.
  - A. Be able to show quiet and appreciative attention to the performance of others.
  - B. Be able to express appreciation for performance with proper clapping and with compliments.
  - C. Be able to explain and model appropriate behaviors for different kinds of performances (rock concerts, formal concerts, dances, light concerts such as open-air concerts, etc.).
  
6. Be able to apply wellness concepts to music.
  - A. Know the range of human hearing (volume and pitch) and how hearing can be damaged.
  - B. Be able to protect hearing from all loud sounds.
  - C. Be able to care for the voice when singing.
  - D. Be able to explain and use correct posture and breathing for singing and playing.

Grades Seven and Eight General Music (Cont.)

7. Understand how to be an informed consumer of music and musical equipment.
  - A. Know the kinds of music-playing equipment (strengths, limitations, prices, options).
  - B. Know about the purchase of music in all forms (sheet, disc, tape, record, mixed media).
  - C. Know the laws which protect creative expression.
  - D. Be able to identify quality musical reproduction by hearing.
  
8. Be able to communicate through group singing and/or playing.
  - A. Be able to sing and/or play 2-3 part music.
  - B. Be able to strive to sing and/or play in tune and identify when you are not.
  - C. Be able to identify the intent of a musical piece and strive in solo or group to express it.
  - D. Be able to evaluate with justification the performance of self and the group.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Music Standards  
Middle School Choral Music

1. Be able to demonstrate correct breathing and in-tune singing.
  - A. Be able to sing from the diaphragm.
  - B. Be able to use correct seated and standing posture.
  - C. Be able to identify whether you are singing sharp, flat, or in tune.
  - D. Be able to make significant effort to sing in tune.
  
2. Be able to enunciate words clearly.
  - A. Be able to pronounce words with correct vowels and clear consonants.
  - B. Be able to sing to make meaning clear.
  
3. Possess a performance knowledge of basic music signs and terms.
  - A. Be able to sight read for and explain dynamics.
  - B. Be able to sight read for and explain rests, notes, and duration and rhythm and tempo.
  - C. Be able to sight read for and explain miscellaneous markings.
  - D. Be able to sight read for and explain key signature and tone centers.
  - E. Be able to sight read for and explain form.
  
4. Be able to use proper rehearsal etiquette to work daily to meet performance expectations and to increase skills in using music.
  - A. Be able to develop and maintain a regular practice schedule.
  - B. Be able to work to sing in tune and to blend with others.
  - C. Be able to follow conducting and verbal directions in rehearsal.
  - D. Be able to be a positive member of the choral group (avoid disruptive behaviors, encourage and support others, stay on task, work to take pleasure from quality effort).
  - E. Be able to correctly evaluate individual effort and group performance and be able to develop and use strategies to improve.
  
5. Be able to appreciate music from different periods and cultures.
  - A. Know the origins, development, and special traits of the music.
  - B. Know famous composers and be able to identify their most prominent works when played.
  - C. Be able to distinguish between clear examples of music from different periods and cultures.
  - D. Be able to give a clearly based and musically literate evaluation of and response to musical selections.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Health Standards  
Middle School

- R 1. Understand yourself and the influences which affect you.
- A. Know the characteristics of a healthy self-concept (confidence, compassion, coping skills, courage, motivation).
  - B. Know how others influence your self-concept (parents, siblings, peers, teachers, society).
  - C. Know strategies for strengthening your self-concept (develop coping skills, develop assertiveness skills, develop a wider acceptance of differences, etc.).
  - D. Be able to develop, maintain, and end relationships.
  - E. Possess strategies (ignore, remove yourself, stand up to, know agencies, report) for dealing with inappropriate treatment (intimidation, manipulation, harassment, abuse).
- R 2. Understand how changes in individuals and families affect family members.
- A. Know about the effects of family finances (1ob changes, job pressures, work hours).
  - B. Know about minor changes in family members (growth, change in friends, change in schools).
  - C. Know about major changes in family members (separation, divorce, death, additions, abuse).
- w 3. Understand the relationship between fitness, nutrition, and body image.
- A. Know criteria and procedures for evaluating nutritional information.
  - B. Be able to separate advertisement and hype from real nutritional information.
  - C. Be able to select a diet which is satisfying and meets current dietary recommendations.
  - D. Be able to evaluate weight-reducing programs for their effectiveness and long-term effects.
  - E. Know the benefits of achieving and maintaining a healthful weight.
  - F. Be able to develop a complete long-range fitness plan.
- w 4. Understand major human body systems.
- A. Know the functions and characteristics of the circulatory system.
  - B. Know the functions and characteristics of the respiratory system.
  - C. Know the functions and characteristics of the muscular system.
  - D. Know the functions and characteristics of the nervous system.
  - E. Know the functions and characteristics of the digestive system.
  - F. Know the functions and characteristics of the endocrine system.
  - G. Know the functions and characteristics of the reproductive system.
  - H. Know the functions and characteristics of the excretory system.
  - I. Know the functions and characteristics of the skeletal system.
  - J. Know how the systems work together.
- W 5. Be able to develop skills for healthful sexual behavior.
- S A. Know the advantages of abstinence from sexual intercourse.
  - B. Know strategies for showing affection without sexual activity.
  - C. Know why there is pressure to be sexually active.
  - D. Know strategies for resisting pressure to be sexually active.
  - E. Be able to identify situations which are risky (dating situations, parties, types of activities).
  - F. Know how advertisers use sex to promote products.
  - G. Know the limitations of contraceptives in preventing HIV/AIDS and other STDs.

Middle School Health (cont.)

- W 6. Understand the use, misuse, and abuse of chemicals. S
- A. Know the peer influence and media pressure.
  - B. know treatment programs and options available.
  - C. Be able to recognize a chemical crisis.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
World Language Standards  
Elementary/Junior High (Introductory Course)

Focus of the year/program: sense the differences and become interested

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.
  - A. Think clearly and solve problems about language (classify, decide, solve, compare).
  - B. Talk and write clearly about language (present, persuade, collaborate, explain, defend, 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 read and enjoy literature.
  - B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
  - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
  - D. Possess technical skills:
    - read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
    - technology: word processing, Internet, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to use different ways of greeting people in different situations in the target language.
  - A. Know and apply gestures and words for conventional greetings.
  - B. Know and apply terms of address in both formal and informal situations.
4. Be able to imitate language sounds in the target language.
  - A. Be able to recognize and say the alphabet.
  - B. Be able to recognize and say sound combinations.
  - C. Be able to recognize silent letters.
  - C. Be able to pronounce vocabulary words with reasonable accuracy.
5. Be able to respond to basic questions and classroom directions in the target language.
  - A. Be able to answer personal questions (age, likes and dislikes, names, where live, time, dates).
  - B. Be able to use vocabulary words, pronouns, and a few basic verbs.
  - C. Be able to ask simple questions.
  - D. Be able to react properly to simple classroom commands and directions.
  - D. Be able to identify and apply the vocabulary for classroom objects and activities.
6. Be able to use simple sentences.
  - A. Be able to use pronouns and a few basic verbs.
  - B. Be able to describe classmates, family, and self.
  - C. Be able to give and respond to simple commands.
  - D. Be able to identify cognates.
  - E. Be able to recognize the vocabulary words for each unit.

World Languages - Elementary / Junior High (cont.)

7. Be able to watch and listen for main ideas and details
  - A. Be able to identify cognates.
  - B. Be able to watch others' actions and reactions to discover meaning.
  - C. Be able to restate in English a simple passage in the target language.
  - D. Be able to find specific details in simple passages in the target language.
  
8. Possess basic knowledge of the geography and culture of countries of the target language.
  - A. Be able to identify countries of the target language o the globe.
  - B. Be able to identify the capitals and a few key features on a map of the countries.
  - C. Be able to explore the countries' traditions, stories, arts, etc.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Computer Standards  
Seventh and Eighth Grade

1. Be able to keyboard using the touch system with speed and accuracy.
  - A. Be able to use proper posture and hand position.
  - B. Be able to use proper placement and position of fingers (curves).
  - C. Be able to use home row.
  - D. Be able to properly use space bar.
  - E. Be able to use proper keyboard techniques for touch control of alphabetic, numeric, and symbol keys.
  - F. Be able to keyboard for speed and accuracy (\_\_\_\_ WPM in \_\_\_\_ minutes with less than \_\_\_\_ errors).
  
2. Be able to complete applications with word processing programs.
  - A. Be able to set and change margins and tabs.
  - B. Be able to set and change format style (pull-down menu items) and set up columns.
  - C. Be able to save, retrieve, print, and format a disk.
  - D. Be able to key and format a block letter, personal note, and short report.
  
3. Be able to use hardware and peripherals and do simple troubleshooting.
  - A. Be able to use a mouse.
  - B. Be able to boot the system and shut it down.
  - C. Be able to apply a troubleshooting checklist.
  
4. Be able to create products using various computer applications.
  - A. Be able to use a database application.
  - B. Be able to use a spreadsheet application (charts, graphs, compute mathematical operations).
  - C. Be able to use a graphic/paint application.
  - D. Be able to use a desktop publisher.
  
5. Be able to be a responsible computer user.
  - A. Be able to handle disks properly.
  - B. Be able to boot the system and log out.
  - C. Know and apply software copyright and privacy rights.
  - D. Be able to show respect for other computer users.
  - E. Be able to use multi-media authoring systems (Link-Way, Hypercard, etc.).
  
6. Be able to use current and additional technologies.
  - A. Be able to operate a scanner.
  - B. Be able to use a modem/fax machine.
  - C. Be able to use CD-ROMs.
  - D. Be able to use a laser disc player.
  - E. Be able to use video capture.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Media Standards  
Middle School

Course Abilities [Apply the following to each content standard.]

1. Apply abilities to media.
  - A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
  - 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 many purposes.
  - A. Be able to watch, read, listen to, and enjoy media.
  - B. Be able to use mass media (magazines, newspapers, radio, television, Internet, CD-ROM).
  - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
  - D. Possess technical skills:
    - read/write/present: instructions, reports (progress, research), specifications, proposal, letters (request, response), manual, form, checklist, pamphlet, technical research, technical analysis, summary, advertisement, announcement;
    - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production.

Find

3. Be able to conduct a search on specific topics.
  - A. Be able to develop search terms.
  - B. Be able to use multiple sources.
  - C. Be able to organize and use a search plan.
  - D. Be able to locate sources in the school and other available media centers.
4. Be able to use technology to access information.
  - A. Be able to use a CD-ROM.
  - B. Be able to use traditional and on-line card catalogs to locate information by title, subject, and author.
5. Be able to prepare gathered information on hard copy and computer.
  - A. Be able to organize information gathered from various sources.
  - B. know the components of a citation.
  - C. Be able to summarize research (citation, pertinent information, topic).
  - D. Be able to store gathered information.
  - E. Be able to develop and use citations and bibliographies.

Produce

6. Be able to use technology to produce various quality products.
  - A. Be able to independently produce products using audio equipment (CD players, cassette players).
  - B. Be able to independently produce products using visual equipment (VCRs, cameras, overheads).
  - C. Be able to independently produce products using research equipment (on-line card catalog, CD-ROM, on-line sources, and miscellaneous indexes).
  - D. Be able to independently produce products using computers (organize, sort and store information, develop quality written products, print, transport information by modem and fax).

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Counseling Standards  
Seventh Grade

Acquire and apply knowledge of self and others.

1. Understand, accept and respect self.
  - A. Be able to compare and contrast personal characteristics and abilities with those of others.
  - B. Know the characteristics of a healthy self-concept (confidence, compassion, coping skills, courage and motivation).
  - C. Know how others influence one's self-concept (parents, siblings, peers, teachers, society).
  - D. Know what to do when feeling "down" or depressed.
  - E. Know how to deal appropriately with anger.
  - F. Know about the relationship between fitness, nutrition and body image.
2. Understand, respect and get along with others.
  - A. Be able to assess current social relationships in order to judge their effectiveness.
  - B. Be able to develop, maintain, and end relationships.
3. Be able to communicate effectively.
  - A. Be able to use communication skills to manage peer pressure.
  - B. Be able to use strategies for refusing, getting out of situations and standing up to others.
4. Know how to behave responsibly in the family.
  - A. Know how the family system operates.
  - B. Know about and be able to show respect for family members' rights and responsibilities.
5. Develop group and leadership skills.
  - A. Be able to compare and contrast the various styles of leadership.
  - B. Be able to display good citizenship.
6. Make appropriate decisions about drugs and alcohol.
  - A. Be able to demonstrate methods to resist pressures from friends related to the use of alcohol and other drugs.
  - B. Know the peer influence and media pressure associated with the use, misuse and abuse of chemicals.
7. Make appropriate decisions about personal safety.
  - A. Be able to demonstrate appropriate use of refusal skills.
  - B. Know the advantages of abstinence from sexual intercourse.
  - C. Know strategies for showing affection without sexual activity.
  - D. Know why there is pressure to be sexually active.
  - E. Know strategies for resisting pressure to be sexually active.

Seventh Grade (cont.)

Develop competencies in career and life planning.

1. Use appropriate decision-making skills.
  - A. Be able to recognize the role that personal values and beliefs play in setting goals and making decisions.
  - B. Know how to evaluate decisions and change poor ones.
2. Be able to solve problems.
  - A. Be able to apply problem-solving techniques to group settings.
  - B. Know where to get help when problems can't be solved alone.
  - C. Be able to respond appropriately to teasing, criticism and bullying.
3. Explore, plan and prepare for the future.
  - A. Be able to explain the personal satisfaction derived from achieving goals and managing change.
  - B. Be able to set and achieve personal goals.
4. Explore, plan and prepare for a career.
  - A. Be able to identify personal career interests through the use of a career interest inventory.
  - B. Be able to utilize a computer-based career exploration program, such as AKCIS.
5. Prepare for finding and maintaining employment.
  - A. Be able to list attributes for a responsible worker.
  - B. Be able to identify one's own employability skills.

Achieve Educational Success

1. Develop positive attitudes toward school and learning.
  - A. Be able to describe how continued learning enhances one's ability to achieve personal and career goals.
  - B. Know how to improve one's own writing, reading, speaking, listening and math skills.
2. Make decisions about educational opportunities.
  - A. Know how study patterns affect success and failure in academic areas.
  - B. Know how to select middle school extracurricular activities that will meet personal interests and future goals.
3. Behave responsibly in school.
  - A. Know when to get additional help in order to succeed.
  - B. Be able to identify sources of help.