

# 2023-24 Contenders' Essential Standards

**Science: These standards are ongoing throughout the school year although they are listed by quarter.**

<p><b>Quarter 1: Graphing Skills</b></p> <p><u>MS-ETS1-3:</u> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>Create a graph from data collected; Interpret graphs</p> <ul style="list-style-type: none"> <li>• I can identify the title on a graph</li> <li>• I can create a title for a graph</li> <li>• I can identify the y-axis</li> <li>• I can identify the x-axis</li> <li>• I can label the independent variable and units on the x-axis when creating a graph</li> <li>• I can label the dependent variable and units on the y-axis when creating a graph</li> <li>• I can interpret a graph and answer questions related to the graph</li> <li>• I can create a bar graph with given or collected data</li> <li>• I can create a line graph with given or collected data</li> </ul>	<p><b>Quarter 3: Scientific Investigation</b></p> <p><u>MS-ETS1-1</u> Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>Create a model to clean-up our ocean trash Compare/Contrast Mining techniques The Lorax: Eco Footprints</p>
<p><b>Quarter 3: Human Impact</b></p> <p>MS-ESS-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>Water Pollution</p> <ul style="list-style-type: none"> <li>• I can identify sources of water pollution</li> <li>• I can identify types of water pollution</li> <li>• I can identify mining techniques</li> <li>• I can determine what mining techniques are better for the environment</li> </ul> <p>The Lorax: Eco Footprints</p> <ul style="list-style-type: none"> <li>• I can identify my impact on the environment</li> </ul>	<p><b>Quarter 4:</b></p>

**Social Studies:** The year will begin with a review of important events in history. Our focus this year is US history beginning with the writing of the Constitution and then examining key people and events during the 19th Century.

<p><b>Quarter 1:</b>  Individuals have rights and responsibilities.  Societies are shaped by identities, beliefs, and practices of individuals and groups.  Societies experience continuity and change over time.  Choices have consequences.</p>	<p><b>Quarter 2:</b>  Individuals have rights and responsibilities.  Societies are shaped by identities, beliefs, and practices of individuals and groups.  Societies experience continuity and change over time.  Choices have consequences.</p>
<p><b>Quarter 3:</b>  Individuals have rights and responsibilities.  Societies are shaped by identities, beliefs, and practices of individuals and groups.  Societies experience continuity and change over time.  Choices have consequences.</p>	<p><b>Quarter 4:</b>  Individuals have rights and responsibilities.  Societies are shaped by identities, beliefs, and practices of individuals and groups.  Societies experience continuity and change over time.  Choices have consequences.</p>

**English Language Arts:** The standards in ELA loop throughout the year. As the year goes on, the level of text used and quality of writing will increase.

<p><b>Quarter 1:</b></p> <ul style="list-style-type: none"> <li>Students will be able to determine the central idea of a passage of text.</li> <li>Students will be able to support their ideas with relevant evidence from the text.</li> </ul>	<p><b>Quarter 2:</b></p> <ul style="list-style-type: none"> <li>Students will be able to support their ideas with relevant evidence.</li> <li>Students will be able to determine which parts of text are considered irrelevant evidence.</li> <li>Students will be able to make inferences when an idea is not directly stated.</li> </ul>
<p><b>Quarter 3:</b></p> <ul style="list-style-type: none"> <li>Students will be able to write an argument using relevant evidence.</li> </ul>	<p><b>Quarter 4:</b></p> <ul style="list-style-type: none"> <li>Students will be able to make inferences based on information provided in the text.</li> </ul>

<ul style="list-style-type: none"> <li>• Students will be able to speak publicly and actively listen when peers are speaking.</li> <li>• Students will be able to determine which parts of text are considered irrelevant evidence.</li> <li>• Students will be able to make inferences based on a line of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use context clues to determine the meaning of unfamiliar words or phrases.</li> <li>• Students will be able to speak publicly and actively listen when peers are speaking.</li> </ul>
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## Math 8:

<b>Quarter 1:</b> ▶ Integer Operations ▶ Solving 2-step equations	<b>Quarter 2:</b> ▶ Identifying Slope and y-intercept ( $y = mx + b$ )
<b>Quarter 3:</b> ▶ Solving for Slope from points (table, 2-points, graph) ( $y = mx + b$ )	<b>Quarter 4:</b> ▶ Pythagorean Theorem ▶ Solving for Slope from points (table, 2-points, graph)

## Pathways:

<b>Quarter 1:</b> <ol style="list-style-type: none"> <li>1. With my team, I can create a PSA using iMovie that demonstrates what respectful behavior looks like, sounds like, and feels like in the hallways, the classroom, and in communication.</li> <li>2. I can understand how my behavior impacts myself and others.</li> <li>3. With my team, I can demonstrate originality and inventiveness by designing and marketing an original product.</li> <li>4. With my team, I can effectively analyze data and apply it to marketing our original product.</li> </ol>	<b>Quarter 2:</b> <ol style="list-style-type: none"> <li>1. I can listen effectively to my peers ideas and understand how they relate to my own.</li> <li>2. I can communicate my ideas and learning through writing.</li> <li>3. I can elaborate, refine, analyze and evaluate my own ideas in order to improve and maximize my memoir.</li> </ol>
<b>Quarter 3:</b> <ol style="list-style-type: none"> <li>1. I can reflect on my development in</li> </ol>	<b>Quarter 4:</b> <ol style="list-style-type: none"> <li>1. I can explore a future path by</li> </ol>

<p>real-world and school experiences and identify areas for growth.</p> <p>2. I can construct realistic goals for my academic and personal growth.</p>	<p>designing my individual plan of study.</p> <p>2. I can create a memory book of my middle school years by using my skills of creativity, communication, critical thinking, and collaboration.</p>
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