

Grade	Subject	Team Members	Standards	
6	SS	Krantz, Marlin, McDermott	ACADEMIC	Understands how civilizations develop over time.
				Understands how the geography of a region affects the development of civilizations.
				Compare and contrast different forms of law and government in civilizations.
				Understands characteristics of and interactions among cultures of civilizations.
				Demonstrates an understanding of history and social issues through creation of various forms of written work.
				Able to read, analyze, and interpret information from a variety of primary and secondary sources, maps, and charts.
			BEHAVIOR - ESSENTIAL LEARNING SKILLS	Makes a consistent effort
				Contributes to class discussions
				Works cooperatively with others (in groups)
				Actively engaged - stays on task
				Quality of work is appropriate
				Practices self control
				Comes prepared to class
				Follows directions
				Displays appropriate organizational skills
				Completes homework appropriately
7	SS	Cardin, Connelly	CONTENT:	
			Geography	Demonstrates an understanding of geographical space and place
			Economics	Understands how access to resources influences economic decisions in an interdependent global economy.
			Culture & Society	Understands the characteristics and interactions among culture, social systems and institutions.

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			History	Demonstrates an understanding of how historical events influence the current international scene.
			Civics and government	Explain the purpose, structure, and functions of government and law at the local, state, national, and international levels.
			SKILLS:	
			Information	Is able to access and interpret information to answer a question or solve a problem using a variety of resources (maps, charts, graph, images, artifacts, recording and text.)
			Problem Solving	Applies appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.
			Supporting an opinion	Is able to generate a relevant claim and support it with appropriate evidence and reasoning.
			Discussion and debate	Demonstrates an ability to participate in social studies discourse through informed discussion.
8	SS	Blore, Chassanoff	CONTENT:	
				Analyze the contributions and challenges of different cultural/ethnic groups in the U.S.

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				Analyze the changing relations between the U.S. and the global community
				Analyze how technology has influenced the lives and productivity of US citizens
				Compare and contrast various political beliefs, values and ideologies
			LITERACY STANDARDS	
				Justify why people might have different points of view on a historical or controversial issue
				Interpret information from a variety of primary and secondary sources, maps and charts
				Organize information in outlines, notes and graphic organizers
6	SCI	Cassidy, Knox, Sleeman	<b>Roots of Life</b>	<b>C 21</b> Describe how freezing, dehydration, pickling and irradiation prevent food spoilage caused by microbes.
			<b>Ecology</b>	<b>C 4</b> Describe how abiotic factors, such as temperature, water and sunlight, affect the ability of plants to create their own food through photosynthesis.
			<b>Ecology</b>	<b>C 5</b> Explain how populations are affected by predator-prey relationships.
			<b>Ecology</b>	<b>C 6</b> Describe common food webs in different Connecticut ecosystems.
			<b>Ecology</b>	<b>C 10</b> Explain the role of septic and sewage systems on the quality of surface and ground water.
			<b>Ecology</b>	<b>C 11</b> Explain how human activity may impact water resources in Connecticut, such as ponds, rivers and the Long Island Sound ecosystem.
			<b>Weather</b>	<b>C 7</b> Describe the effect of heating on the movement of molecules in solids, liquids and gases.

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			<b>Weather</b>	<b>C 8</b> Explain how local weather conditions are related to the temperature, pressure and water content of the atmosphere and the proximity to a large body of water.
			<b>Weather</b>	<b>C 9</b> Explain how the uneven heating of the Earth's surface causes winds.
			<b>Inquiry</b>	<b>C INQ 1</b> Identify questions that can be answered through scientific investigation.
			<b>Inquiry</b>	<b>C INQ 3</b> Design and conduct appropriate types of scientific investigations to answer different questions.
			<b>Inquiry</b>	<b>C INQ 5</b> Use appropriate tools and techniques to make observations and gather data.
			<b>Inquiry</b>	<b>C INQ 10</b> Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.
7	SCI	Hadyka, Mawaka	<b>Earth Matters</b>	<b>C 20</b> Explain how earth's internal energy is transferred to move tectonic plates
			<b>Earth Matters</b>	<b>C 18-19</b> Describe how folding and faulting of rock layers create Earth's landforms.
			<b>Earth Matters</b>	<b>C 20</b> Explain how the boundaries of tectonic plates can be inferred from the location of earth quakes and volcanoes.
			<b>Earth Matters</b>	<b>C 19</b> Explain how glaciations, weathering and erosion create and shape valleys and floodplains.
			<b>Astronomy</b>	<b>C 28</b> Explain the effect of gravity on the orbital movement of planets in the solar system.
			<b>Astronomy</b>	<b>C 29</b> Explain how the regular motion and relative position of the sun, Earth and moon affect the seasons, phases of the moon and eclipses.
			<b>Cells &amp; Heredity</b>	<b>C 15</b> Describe the structure and function of cells.

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			<b>Cells &amp; Heredity</b>	<b>C 27</b> Explain how genetic information is passed from one generation to another through chromosomes, genes & DNA.
			<b>Inquiry</b>	<b>C INQ 1</b> Identify questions that can be answered through scientific investigation.
			<b>Inquiry</b>	<b>C INQ 3</b> Design and conduct appropriate types of scientific investigations to answer different questions.
			<b>Inquiry</b>	<b>C INQ 5</b> Use appropriate tools and techniques to make observations and gather data
			<b>Inquiry</b>	<b>C INQ 8</b> Draw conclusions and identify sources of error.
			<b>Inquiry</b>	<b>C INQ 9</b> Provide explanations to investigated problems or questions.
			<b>Inquiry</b>	<b>C INQ 10</b> Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.
8	SCI	Foster, Petsa	<b>Energy, Force &amp; Motion</b>	<b>C 22</b> Calculate the average speed of a moving object and illustrate the motion of objects in graphs of distance over time.
			<b>Energy, Force &amp; Motion</b>	<b>C 23</b> Describe the qualitative relationships among force, mass and changes in motion.
			<b>Energy, Force &amp; Motion</b>	<b>C 24</b> Describe the forces acting on an object moving in a circular path.
			<b>Energy, Force &amp; Motion</b>	<b>C 12</b> Explain the relationship among force, distance and work, and use the relationship ( $W=F \times D$ ) to calculate work done in lifting heavy objects.
			<b>Energy, Force &amp; Motion</b>	<b>C 13</b> Explain how simple machines, such as inclined planes, pulleys and levers, are used to create mechanical advantage.
			<b>Energy, Force &amp; Motion</b>	<b>C 14</b> Describe how different types of stored (potential) energy can be used to make objects move.
			<b>Matter</b>	<b>C 1</b> Describe the properties of common elements
			<b>Matter</b>	<b>C 2</b> Describe how the properties of simple compounds
			<b>Matter</b>	<b>C 3</b> Explain how mixtures can be separated by using the properties of the substances from which they are made

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			<b>Human Body</b>	<b>C 15</b> Describe the basic structures of an animal cell, including nucleus, cytoplasm, mitochondria and cell membrane, and how they function to support life.
			<b>Human Body</b>	<b>C 16</b> Describe the structures of the human digestive, respiratory and circulatory systems, and explain how they function to bring oxygen and nutrients to the cells and expel waste materials.
			<b>Human Body</b>	<b>C 17</b> Explain how the human musculo-skeletal system supports the body and allows movement.
			<b>Human Body</b>	<b>C 26</b> Describe the structure and function of the male and female human reproductive systems, including the process of egg and sperm production.
			<b>Inquiry</b>	<b>C INQ 1</b> Identify questions that can be answered through scientific investigation.
			<b>Inquiry</b>	<b>C INQ 3</b> Design and conduct appropriate types of scientific investigations to answer different questions.
			<b>Inquiry</b>	<b>C INQ 4</b> Identify independent and dependent variables, and those variables that are kept constant, when designing an experiment.
			<b>Inquiry</b>	<b>C INQ 5</b> Use appropriate tools and techniques to make observations and gather data
			<b>Inquiry</b>	<b>C INQ 7</b> Identify and present relationships between variables in appropriate graphs.
			<b>Inquiry</b>	<b>C INQ 10</b> Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic.
6	Math	Campbell, Olander, Rioux	ALGEBRAIC REASONING: PATTERNS & FUNCTIONS	Analyzes a variety of patterns and represents with appropriate expressions, formulas or equations.
7		Vignone, Wilson		Represents and analyzes quantitative relationships in a variety of ways
8		Erikson, Hill		Uses algebraic reasoning to write and solve problems

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			NUMERICAL AND PROPORTIONAL REASONING	Locates, orders and compares rational numbers
				Represents rational numbers in equivalent fraction, decimal and percentage forms.
				Performs computation with all operations
				Uses a variety of strategies to determine percentages
				Reasonably estimates measures and quantities
			GEOMETRY AND MEASUREMENT	uses properties and characteristics of geometric figures to describe relationships, communicate ideas and solve problems
				Use spatial reasoning, location, and geometric relationships
				Uses formulas and appropriate tools to estimate and measure
			WORKING WITH DATA: PROBABILITY AND STATISTICS	Formulates questions, designs studies and appropriately organizes and displays resulting data
				Analyzes data to form hypotheses and make predictions
				Understands basic concepts of probability
6	LA	Fleming, Markow, VanOstrand	READING	Comprehension/general understanding
7		Bonanno, Desy, Fay, Gedansky,		Developing an interpretation
8		Bellman, DeGuire, Nichols, Patrie		Making connections
				Examining content and structure
				Vocabulary
			WRITING	Organization
				Elaboration
				Fluency
			LITERARY BEHAVIORS	Preparedness
				Listening
				Presenting
				Reading independently
				Responding appropriately

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6,7,8	LA	Laurie Coulom	READING	Identifies and analyzes explicit and implicit themes/central ideas within and across texts.					
				Analyzes author's use of structure and literary devices					
				Makes a variety of connections between texts, including multimedia texts					
				Uses a variety of strategies and resources to expand vocabulary					
				Adjusts reading strategies to meet purpose and demands of text					
			WRITING	Reads grade level text with appropriate fluency					
				Cites relevant textual evidence to support interpretation and analysis of text					
				Produces writing in which the content, organization, development, and style are appropriate to task, purpose, and audience					
				Writes in response to literary or informational sources					
				Uses technology to produce and present a final written piece					
7	WL	Callahan, Valli	READING	In at least one language other than English students will understand and interpret written language on a variety of topics					
				8	Ridolfo, Seideman	WRITING	In at least one language other than English students will provide written information to correspond, explain, compare, or express feelings and exchange opinions.		
							LISTENING	In at least one language other than English students will understand and interpret spoken language on a variety of topics	
								CULTURE	In English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.
									BEHAVIORAL
				Interested and cooperative					

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				Completes missing work in a timely manner
				Shows consistent effort
6	Library	Bowman		Demonstrate responsible, legal and ethical use of information and technology.
				Apply information and technology competencies to learning in the content areas
				Locate, evaluate, interpret, and synthesize information from print and non-print sources
6	Technology	Eddinger, Schneider	(Rick)	Explore the principles of manual material processing techniques
				Integrate and apply core subjects in a technical setting
			(Scott)	Identify the four parts of a system
				Explore and experiment with land, water, air space transportation
				Identify the importance of technology in daily lives
7			(Rick)	Identify the major components of manufacturing process, including measurement systems and tools
				Describe and practice safety in using manufacturing tools and equipment.
			(Scott)	Define the term robotics and describe the societal impact of this technology
				Apply cooperative techniques while engaged in group problem-solving activities.
8			(Rick - elective)	Demonstrate appropriate selection and safe operation of basic hand and power tools.
				Demonstrate a working knowledge of the layout, shaping, smoothing, assembly, and finishing techniques used to produce a product.
			(Scott)	Explore and experiment with air, land, water, and space transportation.
				Identify the importance of technology in daily lives
				Demonstrate the ability to manage time in order to fulfill work within a deadline.
6	Computer	Lemaire, Rosenzweig	ELECTIVE	Ability to utilize multimedia tools to create a multisided presentation
7			COMPUTER ED	Ability to utilize multimedia tools to create a multisided presentation
			KEYBOARDING	Demonstrate keyboarding proficiency with minimum of 30 wpm
				Demonstrate correct fingering and touch typing techniques
			UA	Demonstrate proficiency in Excel through creation of spreadsheet and chart with rudimentary formulas
				Ability to format data for greater readability
8			PCS	Demonstrate proficiency in use of desktop publishing software to create a brochure for a community organization

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			UA	Demonstrate proficiency in creating a web page and use of design principles properly cite sources used
6	Music	Socha, Stewart, Titus	GENERAL MUSIC	Sing/play a varied repertoire alone or in a group (Standard 2)
				Writes and performs a composition (Standard 4)
				Reads and notates music (Standard 5)
				Relates music to history and culture (Standard 9)
				Participates and works cooperatively and respectfully (Effort)
			WORLD MUSIC PERCUSSION	Participates and works cooperatively and respectfully (Effort)
				Demonstrates persistence toward producing quality work (Effort)
				Play/perform a varied repertoire (set list) alone or in a group (Standard 2)
				Relates music to history and culture (Standard 9)
7 & 8			7 - KEYBOARDING 8 - UA	Demonstrates persistence toward producing quality work (Effort)
				Participates and works cooperatively and respectfully (Effort)
				Play/perform a varied repertoire (set list) alone or in a group (Standard 2)
				Composition (Standard 4 )
				Reads and notates music (Standard 5)
				Makes connections between music, other disciplines and daily life (Standard 8)
				Relates music to history and culture (Standard 9)
			CHORUS	Participates and works cooperatively and respectfully (Effort)
				Concert attendance
				Demonstrates persistence toward producing quality work (Effort)
				Meets grade level performance standards (Y/N)
			BAND	Participates and works cooperatively and respectfully (Effort)
				Concert attendance
				Completed practice chart
				Demonstrates persistence toward producing quality work (Effort)
				Uses appropriate hand positions, posture, and breathing, executive skills)
			GUITAR ELECTIVE	Participates and works cooperatively and respectfully (Effort)
				Demonstrates persistence toward producing quality work (Effort)
			DRAMA	Participates and works cooperatively and respectfully (Effort)
				Makes good use of rehearsal time
			KEYBOARD ELECTIVE	Participates and works cooperatively and respectfully (Effort)

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				Demonstrates persistence toward producing quality work (Effort)
6	FCS	Cohen, Dionne	HOW DO YOU DECIDE	Standard M.1.6: Use appropriate strategies to prevent/reduce risks and promote well-being
				Standard E.3.2: Explain the importance of assuming responsibility for personal and health behaviors
				Standard E.4.2: Analyze how media, technology and other factors influence personal and health behaviors
			CULINARY SCENCE	Standard 7.11: Practice safe and sanitary methods to prepare food
				Standard 7.14: Examine today's science and technology influences on the food industry
			KEEPING IT REAL	Standard 2.9: Evaluate individual, family, and community resources
				Standard 2.12: Identify financial goals and the means to achieve individual and family financial goals through a financial management plan.
				Standard 2.13: Demonstrate principles of "Let the Buyer Beware" and redress of grievances.
			SEW WHAT	Standard 11/5: Demonstrate skills needed to produce or repair textile products and apparel.
7			UA CYCLE - Intro. To Nutrition and Food Technology	Standard 7.8: Determine individual needs based on the U.S. Food Pyramid
				Standard 8.9: Practice correct safety, sanitary and environmental practices used in food preparation
				Standard 8.10: Select and use equipment correctly in food preparation
				Standard 8.12: Identify successful team strategies to achieve success in the kitchen
			UA CYCLE - Intro. To Textile Technology	Standard 11.3: Evaluate fiber and textile materials
				Standard 11.4: Demonstrate apparel and textiles design skills
8			UA CYCLE - Teen Leadership	Standard 4.2: Describe the various kinds of leadership behaviors
				Standard 3.9: Identify characteristics required to form positive relationships
				Standard 3.10: Demonstrate positive methods of communicating with peer and adults.

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				Standard 3.11: identify safe methods of handling conflict within their school, family and community
				Standard 3.15: Evaluate consequences of personal behaviors
			UA CYCLE - Creative Textiles - Elective	Standard 11.4: Demonstrate advanced apparel and textiles design skills
				Standard 11.6: Investigate technological advanced equipment
				Standard 11.8: Analyze career paths within the textile and design industries
			EFFORT	Demonstrates persistence toward producing quality work (Effort)
				Classroom behaviors support the learning process
6	ART	Ballard, Dionne	UA & Exploratory	Demonstrates appropriate effort
				C.S.. 1.a, 1.b, 1.c: Displays appropriate use of media and techniques to communicate ideas and themes
				C.S.. 2.c: Selects and uses the elements of art and principles of design to improve communication of their ideas
				C.S.6.e: Identify various careers that are available to artists
7			UA	C.S. 1.a, 1.c: Understand, select and apply media, techniques, and processes
				C.S. 2.a, 2.b, 2.c: Understands and applies elements and organizational principles of art
				C.S. 6.b, 6.e: Make connections between visual and other disciplines and daily life
7			UA	C.S. 1.b: Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes
				C.S. 2.a, 2.b, 2.c: Understands and applies elements and organizational principles of art
				C.S. 4.a: Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
				C.S.5.b: Describe and analyze visual characteristics of works of art using visual art terminology
				C.S.5.e: Reflect on and evaluate the quality and effectiveness of their work using specific criteria.
7, 8			ELECTIVES	*Would like to have different standards for 1/2 year and full year Art. These standards would be meant for full year art class. Not all standards would be met in a 1/2 year class

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			Demonstrates appropriate effort
			C.S.1.a, 1.b, 1.c: Understands, selects and applies media, techniques and processes
			C.S.2.a, 2.b, 2.c: Understands and applies elements and organizational principles of art
			C.S.3.a: Considers, selects from and applies a variety of sources for art content to communicate intended meaning
			C.S. 4.a, 4.c: Understands the visual arts in relation to history and cultures
			C.S. 5.a, 5.b, 5.e: Reflect upon, describe, analyze, interpret and evaluate their own and others' works
			C.S.6.b, 6.d, 6.e: Make connections between visual arts, other disciplines and daily life
6, 7, 8	PE	Emerson, Hancock, Thibodeau	Student is able to execute skills with proficiency (skills-psychomotor)
			The student practices safety, responsibility, behavior and works cooperatively with others (participation - affective)
			The student demonstrates knowledge of rules, strategies, skills and concepts. (written - cognitive)
			The student meets all age appropriate state fitness standards (skills- psychomotor)
			The student is involved in all activities with maximum effort (participation - psychomotor)
			The student is prepared for class with proper PE clothes ( participation)

























