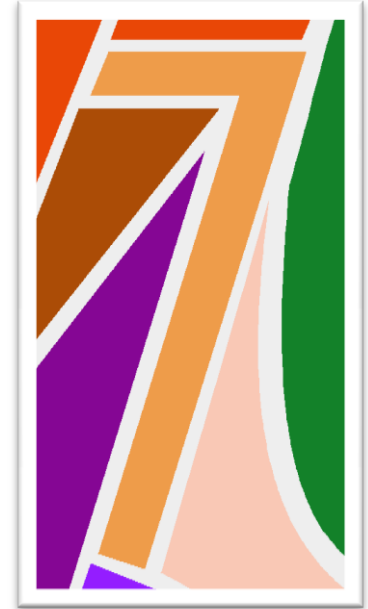




# COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

## 2009-10 LEARNER STATEMENTS GRADE 7



The District 15 Learner Statements are grade-level benchmarks that are aligned to the Illinois State Goals and Standards.

The Learner Statements represent what all children at each grade level should know, understand, and be able to do.

The appearance of a learner statement at one grade level does not diminish the introduction and practice done in prior grade levels, nor the continued practice for reinforcement in subsequent grade levels.

Uses for the Learner Statements include:

- Setting goals for instruction.
- Communication at parent conferences.
- Teacher communication within grade levels.
- Teacher communication across grade levels.

### LANGUAGE ARTS

#### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

##### STATE STANDARDS

- A. Apply word analysis and vocabulary skills to comprehend selections.
- B. Apply reading strategies to improve understanding and fluency.
- C. Comprehend a broad range of reading materials.

##### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use a variety of strategies (e.g., word origins, word derivations, analogies, idioms, similes, metaphors, context clues, glossary terms, syntactic structure, root words, prefixes, suffixes) to define and extend understanding of word meaning
- 2.B. Use strategies to formulate ideas, opinions, and personal responses to text (e.g., make observations and connections, write in journals, participate in discussions, compare different ideas and themes in texts)
- 3.B. Read instructional-level text fluently (rate, rhythm, accuracy, and flow)
- 4.B. Set, monitor, and accomplish quantitative (books per month) and qualitative (fiction, nonfiction) reading goals
- 5.C. Summarize and make generalizations from content and relate them to the purpose of the material
- 6.C. Use cognitive strategies to understand a variety of literary and informational texts (e.g., activate and build schema, question, infer, create visual and sensory images, determine important ideas and themes, synthesize, utilize fix-up strategies)

- 7.C. Read and respond to understand a variety of informational texts (e.g., interviews, directions, applications, newspapers, magazine articles, critical reviews) to demonstrate understanding

**STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS, AND IDEAS.**

**STATE STANDARDS**

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Identify ways that an author uses language to convey author's viewpoint (e.g., jargon, word choice, dialect, dialogue, description, multiple meanings, sensory or figurative language, sentence structure)
- 2.A. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature
- 3.A. Understand the use of story elements (e.g., characters, setting, theme, plot, resolution) to create meaning in literature
- 4.B. Understand and analyze elements of characterization (e.g., presentation, function, and relationship with other characters; how they deal with conflict, solve problems, and relate to real-life situations; what characters' thoughts, actions, words, speech patterns reveal about them)
- 5.B. Read and respond to a variety of selected works of classic and contemporary fiction, drama, nonfiction, and poetry to demonstrate understanding

**STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.**

**STATE STANDARDS**

- A. Use correct grammar, spelling, punctuation, capitalization, and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Use a range of vocabulary and grammar structures in writing (e.g., conjunctions, prepositions, interjections, principles of agreement, personal and reflexive pronouns)
- 2.A. Use rules of capitalization in writing (e.g., capitalize proper nouns and adjectives)
- 3.A. Use rules of punctuation in writing (e.g., semicolons, commas, apostrophes)
- 4.A. Use rules of spelling in writing (e.g., use rules for irregular structural changes)
- 5.A. Use compound and complex sentences in writing
- 6.B. Use similes and metaphors in writing
- 7.B. Maintain topic showing focus, organization, elaboration, and integration
- 8.B. Draft, edit, and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats
- 9.B. Write narratives which create a point of view, include sensory details, and concrete language to develop plot and character
- 10.B. Write expository essays which include well developed topics with facts, details, examples, and explanations used as support
- 11.B. Write to persuade stating a clear position with evidence that is organized and relevant to the writer's purpose

- 12.B. Use language that clarifies and enhances ideas (e.g., use a thesaurus to select descriptive vocabulary; use vocabulary and information that communicate clearly to a specific audience; use language that conveys specific images, tone, and mood)
- 13.B. Use a variety of prewriting strategies to generate and organize (e.g., outlining, brainstorming, listing, mapping, clustering, webbing)
- 14.B. Identify strengths and weaknesses in own writing
- 15.C. Use a variety of writing formats (e.g., fictional or autobiographical narrative, expository, persuasive, technical, literary response, research reports, summaries)

**STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.**

**STATE STANDARDS**

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Compare a speaker’s verbal and nonverbal messages
- 2.A. Demonstrate ways that listening attentively can improve comprehension (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages)
- 3.A. Use active listening strategies (e.g., evaluate the stated ideas and opinions of others; seek clarification through questions; maintain an open mind; summarize main points; use facial expressions, body language, and other response cues; attend to the content rather than the speaker)
- 4.B. Design and produce reports and multimedia compositions that represent group projects
- 5.B. Use verbal communication skills (e.g., inflection, word choice, pitch, feeling, tone, voice) and nonverbal communication skills (e.g., physical gestures, eye contact, posture) to maintain communications and resolve conflict

**STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS, AND COMMUNICATE INFORMATION.**

**STATE STANDARDS**

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Identify and use appropriate resources to solve problems or answer questions through research
- 2.B. Choose and analyze information sources for individual, academic, and functional purposes (e.g., documents, narratives, charts, maps, diagrams, tables)
- 3.B. Identify, evaluate, and cite primary and secondary sources
- 4.C. Take notes, conduct interviews, organize, and report information in oral, visual, and electronic formats
- 5.C. Plan, compose, edit, and revise documents that synthesize new meaning gleaned from multiple sources
- 6.C. Create a bibliography to cite source of information

## MATHEMATICS

**STATE GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.**

### STATE STANDARDS

- A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
- B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms, and relationships.
- C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.
- D. Solve problems using comparison of quantities, ratios, proportions, and percents.

### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use prime factorization, greatest common factor, and least common multiple in solving problems
- 2.C. Solve problems with whole numbers, fractions, decimals, percents, and proportions using multiple approaches to computation, including estimation, mental math, paper-and-pencil methods, calculators, and computers
- 3.D. Apply ratios, proportions, primes, factors, and multiples to solve practical problems
- 4.A. Represent fractions, decimals, percentages, and scientific notation in equivalent forms.
- 5.C. Show evidence that computational results are reasonable

**STATE GOAL 7: ESTIMATE, MAKE AND USE MEASUREMENTS OF OBJECTS, QUANTITIES, AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.**

### STATE STANDARDS

- A. Measure and compare quantities using appropriate units, instruments, and methods.
- B. Estimate measurements and determine acceptable levels of accuracy.
- C. Select and use appropriate technology, instruments, and formulas to solve problems, interpret results and communicate findings.

### DISTRICT 15 LEARNER STATEMENTS

- 1.B. Provide evidence that solutions to problems using whole numbers, fractions, decimals, percents, and proportions are correct, or that estimates are reasonable
- 2.A. Apply an appropriate level of accuracy when measuring length, capacity, weight/mass, and angles
- 3.C. Construct a simple scale drawing for a given situation
- 4.C. Develop and use formulas and models to determine the area of trapezoids and more complex shapes

**STATE GOAL 8: USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS, AND PREDICT RESULTS.**

### STATE STANDARDS

- A. Describe numerical relationships using variables and patterns.
- B. Interpret and describe numerical relationships using tables, graphs, and symbols.
- C. Solve problems using systems of numbers and their properties.

- D. Use algebraic concepts and procedures to represent and solve problems.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.D. Solve problems using linear expressions, equations, and inequalities
- 2.B. Use graphing technology and algebraic methods to analyze and predict results of linear relationships
- 3.B. Identify functions as linear or nonlinear and contrast their properties from tables, graphs, or equations
- 4.A. Develop an initial conceptual understanding of the different uses of variables

**STATE GOAL 9: USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE, AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES, AND SPACE.**

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#### STATE STANDARDS

- A. Demonstrate and apply geometric concepts involving points, lines, planes, and space.
- B. Identify, describe, classify, and compare relationships using points, lines, planes, and solids.
- C. Construct convincing arguments and proofs to solve problems.
- D. Use trigonometric ratios and circular functions to solve problems.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Find, measure, and draw angles using a protractor
- 2.A. Find and measure: right, obtuse, straight, complementary, supplementary, vertical, and adjacent angles
- 3.A. Find the surface area of prisms, pyramids, and cylinders
- 4.A. Find volumes of prisms, pyramids, cylinders, and cones

**STATE GOAL 10: COLLECT, ORGANIZE, AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.**

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#### STATE STANDARDS

- A. Organize, describe, and make predictions from existing data.
- B. Formulate questions, design data collection methods, gather and analyze data, and communicate findings.
- C. Determine, describe, and apply the probabilities of events.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Organize data by creating lists, charts, tables, frequency distributions, graphs, and scatterplots
- 2.B. Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken
- 3.C. Use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations

### SCIENCE

**STATE GOAL 11: UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS, AND SOLVE PROBLEMS.**

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#### STATE STANDARDS

- A. Know and apply the concepts, principles, and processes of scientific inquiry.

- B. Know and apply the concepts, principles, and processes of technological design.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Develop valid conclusions and predictions based on results, including explanations of unexpected results
- 2.A. Follow and use appropriate safety procedures when doing experiments (e.g., using proper ventilation, handling chemicals, working with acids and bases)
- 3.A. Use appropriate tools (e.g., microscopes, computers, calculators) and quantitative methods (e.g., mean, mode, simple equations) to gather, analyze, and interpret scientific data
- 4.A. Work to ensure a safe environment following safety procedures at all times

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#### STATE GOAL 12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES, AND INTERCONNECTIONS OF THE LIFE, PHYSICAL, AND EARTH/SPACE SCIENCES.

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#### STATE STANDARDS

- A. Know and apply concepts that explain how living things function, adapt, and change.
- B. Know and apply concepts that describe how living things interact with each other and with their environment.
- C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
- D. Know and apply concepts that describe force and motion and the principles that explain them.
- E. Know and apply concepts that describe the features and processes of the Earth and its resources.
- F. Know and apply the concepts that explain the composition and structure of the universe and Earth's place in it.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Understand the concepts and processes of sexual and asexual reproduction
- 2.A. Understand the basic concepts of genetics (e.g., the organization of hereditary information in genes and chromosomes, dominant and recessive genes, carriers, heterozygous crosses, Punnett squares, genetic variation within a species)
- 3.A. Understand the anatomy and physiology of plant and animal cells and differentiate between structures and functions of each (e.g., chloroplasts, mitochondria)
- 4.A. Know the levels of organization in living organisms (e.g., cells, tissues, organs, organ systems)
- 5.A. Understand cellular reproduction (e.g., mitosis, meiosis)
- 6.A. Understand the process of adaptation and its affect on biological diversity of a species
- 7.A. Understand the complementary relationship between structure and function (e.g., tooth shape and diet)
- 8.A. Understand how an organism's ability to regulate its internal environment enables the organism to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment
- 9.A. Understand diseases and the effects of harmful substances on the human body
- 10.B. Understand ways in which species interact and depend on one another in an ecosystem (e.g., producer and consumer, predator and prey, parasite and host, mutually beneficial relationships, competitive relationships)
- 11.B. Know how energy is transferred through food webs in an ecosystem (e.g., energy enters ecosystems as sunlight, and green plants transfer this energy into chemical energy through photosynthesis; this chemical energy is passed from organism to organism; animals get energy from oxidating food, releasing some of this energy as heat)

- 12.B. Understand the recycling of matter within ecosystems (e.g., the repeated transfer of matter between organisms and the physical environment; carbon and oxygen cycles; the total amount of matter remains constant, even though its form and location change)
- 13.B. Understand the basic concepts of an ecosystem and factors that affect an ecosystem’s balance of species diversity and population density (e.g., introduction of non-native species)

**STATE GOAL 13: UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.**

**STATE STANDARDS**

- A. Know and apply the accepted practices of science.
- B. Know and apply concepts that describe the interaction between science, technology, and society.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.B. Know the biodegradability of renewable and nonrenewable resources
- 2.B. Understand the interaction of resource acquisition, technological development, and ecosystem impact
- 3.B. Understand the effects of policy on science and technology issues (energy consumption, landfills, water quality)

**SOCIAL SCIENCE**

**STATE GOAL 14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.**

**STATE STANDARDS**

- A. Understand and explain basic principles of the United States government.
- B. Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- C. Understand election processes and responsibilities of citizens.
- D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.
- E. Understand United States foreign policy as it relates to other nations and international issues.
- F. Understand the development of United States political ideas and traditions.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.B. Know the primary responsibilities of local, state, and national government
- 2.F. Know the values, principles, and historical context of significant documents and speeches

**STATE GOAL 15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.**

**STATE STANDARDS**

- A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.
- B. Understand that scarcity necessitates choices by consumers.
- C. Understand that scarcity necessitates choices by producers.
- D. Understand trade as an exchange of goods or services.

- E. Understand the impact of government policies and decisions on production and consumption in the economy.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.D. Understand the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole
- 2.E. Know how laws and government policies (e.g., property rights, contract enforcement, standard weights and measures) establish rules that help a market economy function effectively
- 3.E. Know that many nations restrict the free flow of goods and services through a variety of devices known as "barriers to trade" (e.g., tariffs, quotas) for national defense reasons or because some companies and workers are hurt by free trade
- 4.A. Understand the role of government in 19th century America's economy

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#### STATE GOAL 16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS, AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.

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#### STATE STANDARDS

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events.
- C. Understand the development of economic systems.
- D. Understand Illinois, United States, and world social history.
- E. Understand Illinois, United States, and world environmental history.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Distinguish between historical fact and interpretation
- 2.B. Understand the events, factors, and people that established differing political beliefs regarding the newly established U.S. government in the early 1800s
- 3.D. Understand the emerging influence and expansion of the U.S. as a growing world power
- 4.B. Understand the elements of early expansion/migration of the U.S. that affected government policies, economic development, and social change
- 5.C. Understand the social and economic changes that occurred in the Industrial Revolution and the impact that the new technology had upon the U.S. society
- 6.B. Understand the economic, social, political, and cultural differences that divided the North and South and shaped the causes of the Civil War
- 17.E. Understand the role of geography in the development of 19th century America's industrial economy (e.g., the increased need for mineral resources and expanded mining operations, the location of industry near major transportation routes)

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#### STATE GOAL 17: UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.

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#### STATE STANDARDS

- A. Locate, describe, and explain places, regions, and features on the Earth.
- B. Analyze and explain characteristics and interactions of the Earth's physical systems.
- C. Understand relationships between geographic factors and society.
- D. Understand the historical significance of geography.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use advanced geographic representations to understand spatial information
- 2.D. Know how geography affected the settlement patterns of 19th century America
- 3.D. Understand the relationships among location of resources, population distribution, and economic activities of 19th century America
- 4.D. Know ways in which the boundaries and settlement patterns of the New World changed through the 19th century, and identify those changes on a map

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#### STATE GOAL 18: UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

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#### STATE STANDARDS

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Understand the diversity of cultures present in 19th century America, how those cultures' beliefs and identity were maintained through traditions (e.g., Christmas, dance, food, art, celebrations), stories, and music, and how those cultural traditions have been integrated into our current culture
- 2.C. Understand how changes in the means of production in 19th century America caused conflicts between cultural ideals (e.g., agrarian and urban, Industrial Revolution, and hand labor)
- 3.C. Know the conflicts concerning human rights in 19th century America (e.g., Manifest Destiny and treatment of Native Americans, principles outlined in the Constitution, and issues of voting rights and slavery)

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### PHYSICAL DEVELOPMENT

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#### STATE GOAL 19: ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.

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#### STATE STANDARDS

- A. Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety, and strategies during physical activity.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Understand the concepts of developing a dance
- 2.B. Perform a variety of complex motor activities
- 3.C. Demonstrate safety procedures in class activities

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#### STATE GOAL 20: ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.

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#### STATE STANDARDS

- A. Know and apply the principles and components of health-related fitness.
- B. Assess individual fitness levels.

- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Identify major muscle groups
- 2.A. Know the importance of a physically, emotionally, and socially fit person
- 3.A. Understand principles of health, promoting nutrition, exercises, efficient management of emotional stress, and positive self-concepts

STATE GOAL 21: DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.

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#### STATE STANDARDS

- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.

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#### DISTRICT 15 LEARNER STATEMENTS

Not tested at this benchmark

### HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

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#### STATE STANDARDS

- A. Explain the basic principles of health promotion, illness prevention, and safety.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- C. Explain how the environment can affect health.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know behaviors to prevent disease and illness, including sexually transmitted diseases (STD's)
- 2.B. Know how technology has helped advances in health and public knowledge of these advances
- 3.C. Understand how humans have affected the environment positively and negatively
- 4.C. Know measures taken by the government to control the environment, often in response to human-caused environmental problems (emission controls, waste management)

STATE GOAL 23: UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

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#### STATE STANDARDS

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
- B. Explain the effects of health-related actions on the body systems.
- C. Describe the factors that affect growth and development.

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#### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know how systems of the body interact (e.g. blood from circulatory system carries nutrients from digestive system and oxygen from the respiratory system)
- 2.A. Know major muscle groups
- 3.A. Know functions of male and female reproductive organs and systems

- 4.B. Understand how the body’s defense system prevents and destroys disease
- 5.C. Understand the biological process of growth and development
- 6.B. Know processes in the body that change when affected by disease

**STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.**

**STATE STANDARDS**

- A. Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B. Apply decision-making skills related to the protection and promotion of individual health.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

**DISTRICT 15 LEARNER STATEMENTS**

- 1.A. Know consequences of conflict and violence in schools, families, and communities
- 2.A. Know the importance of conflict resolution and mediation skills in various situations
- 3.C. Know the difference between positive and negative peer pressure and the effects of each

**FINE ARTS**

**STATE GOAL 25: KNOW THE LANGUAGE OF THE ARTS.**

**STATE STANDARDS**

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, distinctions, and connections in and among the arts.

**DISTRICT 15 LEARNER STATEMENTS**

**VISUAL ART**

- 1.A. Analyze how the elements and principles of art are organized within a work of art to convey meaning and/or express mood or feelings
- 2.B. Compare and contrast how artist’s use of the sensory elements and organizational principles in art create different and recognizable styles in works of art

**MUSIC (INSTRUMENTAL)**

- 1.A. Students will be able to tune their own instruments and demonstrate good tone at different ranges and dynamic levels

**STATE GOAL 26: THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.**

**STATE STANDARDS**

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

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## DISTRICT 15 LEARNER STATEMENTS

### VISUAL ART

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- 1.A. Describe how tools and processes create specific effects that contribute meaning and expression in works of art
- 2.B. Demonstrate knowledge and skills to create two- and three-dimensional works of art that are realistic and/or abstract

### MUSIC (INSTRUMENTAL)

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- 1.B. Students will be able to perform and recognize major scales
- 2.B. Students will be able to perform music utilizing 3-4 part harmony with interpretive elements
- 3.A. Students will be able to perform and recognize rhythms in simple and compound meters

STATE GOAL 27: UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.

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### STATE STANDARDS

- A. Analyze how the arts function in history, society, and everyday life.
  - B. Understand how the arts shape and reflect history, society, and everyday life.
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## DISTRICT 15 LEARNER STATEMENTS

### VISUAL ART

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- 1.A. Recognize how art functions within a time frame or artistic period
- 2.B. Recognize that works of art can be categorized and recognized by style, period, and culture

### MUSIC (INSTRUMENTAL)

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- 1.A. Students will be able to understand their role in society as musicians through performance at school and community functions.

## TECHNOLOGY

STATE GOAL: NONE

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### STATE STANDARDS

None

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## DISTRICT 15 LEARNER STATEMENTS

1. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems
2. Use the Internet to download information and graphics
3. Design a Webpage using a web authoring program that incorporates multimedia
4. Transfer a self-created presentation onto a CD (burn)
5. Create an individual or group video production
6. Manipulate data using a spreadsheet or database