

Standards and Benchmarks Handbook
Balboa Academy
Level III: 6th – 8th grade

In the 2005-2006 school year, Balboa Academy teachers and administrators began their work on creating Standards and Benchmarks documents that demonstrate the curriculum that is taught in Pre-K through 12th grade. During the 2009-2010 school year, the Standards and Benchmark documents were finalized and organized into five handbooks: Preschool, Kindergarten – 2nd grade, 3rd – 5th grade, 6th-8th grade, and 9th – 12th grade.

The Standards and Benchmarks come primarily from Mid-continent Research for Education and Learning (McREL), a private non-profit corporation dedicated to making a difference in public education. McREL has given Balboa Academy permission to use its standards and benchmarks for curriculum alignment. By browsing and selecting standards and benchmarks from McREL's compendium of content standards and benchmarks for K-12 education, and also several US state content standard documents, teachers and administrators have successfully identified rigorous standards and benchmarks that are aligned from Preschool through 12th grade at Balboa Academy.

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Balboa Academy
Reading Standards and Benchmarks
Level III: Grades 6-8

Standard 5. Uses the general skills and strategies of the reading process

1. Establishes and adjusts purposes for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts; to discover models for own writing)
2. Uses word origins and derivations to understand word meaning (e.g., Latin and Greek roots, meanings of foreign words frequently used in the English language, historical influences on English word meanings)
3. Uses a variety of strategies to extend reading vocabulary (e.g., uses analogies, idioms, similes, metaphors to infer the meaning of literal and figurative phrases; uses definition, restatement, example, comparison and contrast to verify word meanings; identifies shades of meaning; knows denotative and connotative meanings; knows vocabulary related to different content areas and current events; uses rhyming dictionaries, classification books, etymological dictionaries)
4. Uses specific strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults another source, represents abstract information as mental pictures, draws upon background knowledge, asks for help)
5. Understands specific devices an author uses to accomplish his or her purpose (e.g., persuasive techniques, style, word choice, language structure, context)
6. Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts

Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

1. Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales)
2. Knows the defining characteristics of a variety of literary forms and genres (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales)
3. Understands complex elements of plot development (e.g., cause-and-effect relationships; use of subplots, parallel episodes, and climax; development of conflict and resolution)
4. Understands elements of character development (e.g., character traits and motivations; stereotypes; relationships between character and plot development; development of characters through their words, speech patterns, thoughts, actions, narrator's description, and interaction with other characters; how motivations are revealed)

5. Understands the use of specific literary devices (e.g., foreshadowing, flashback, progressive and digressive time, suspense)
6. Understands the use of language in literary works to convey mood, images, and meaning (e.g., dialect; dialogue; symbolism; irony; rhyme; voice; tone; sound; alliteration; assonance; consonance; onomatopoeia; figurative language such as similes, metaphors, personification, hyperbole, allusion; sentence structure; punctuation)
7. Understands the effects of an author's style (e.g., word choice, speaker, imagery, genre, perspective) on the reader
8. Understands point of view in a literary text (e.g., first and third person, limited and omniscient, subjective and objective)
9. Understands inferred and recurring themes in literary works (e.g., bravery, loyalty, friendship, good v. evil; historical, cultural, and social themes)
10. Makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

1. Uses reading skills and strategies to understand a variety of informational texts (e.g., textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents)
2. Knows the defining characteristics of a variety of informational texts (e.g., textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents)
3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials; preserves author's perspective and voice)
4. Uses new information to adjust and extend personal knowledge base
5. Draws conclusions and makes inferences based on explicit and implicit information in texts
6. Differentiates between fact and opinion in informational texts

Balboa Academy
Language Arts and Writing Standards and Benchmarks
Level III: Grades 6-8

Standard 1. Uses the general skills and strategies of the writing process

1. Prewriting: Uses a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorms, builds background knowledge)
2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions)
3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work)
4. Evaluates own and others' writing (e.g., applies criteria generated by self and others, uses self-assessment to set and achieve goals as a writer, participates in peer response groups)
5. Uses content, style, and structure (e.g., formal or informal language, genre, organization) appropriate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform)
6. Writes expository compositions (e.g., states a thesis or purpose; presents information that reflects knowledge about the topic of the report; organizes and presents information in a logical manner, including an introduction and conclusion; uses own words to develop ideas; uses common expository structures and features, such as compare-contrast or problem-solution)
7. Writes narrative accounts, such as short stories (e.g., engages the reader by establishing a context and otherwise developing reader interest; establishes a situation, plot, persona, point of view, setting, conflict, and resolution; develops complex characters; creates an organizational structure that balances and unifies all narrative aspects of the story; uses a range of strategies and literary devices such as dialogue, tension, suspense, naming, figurative language, and specific narrative action such as movement, gestures, and expressions; reveals a specific theme)
8. Writes compositions about autobiographical incidents (e.g., explores the significance and personal importance of the incident; uses details to provide a context for the incident; reveals personal attitude towards the incident; presents details in a logical manner)

9. Writes biographical sketches (e.g., illustrates the subject's character using narrative and descriptive strategies such as relevant dialogue, specific action, physical description, background description, and comparison or contrast to other people; reveals the significance of the subject to the writer; presents details in a logical manner)
10. Writes persuasive compositions (e.g., engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a judgment; creates and organizes a structure appropriate to the needs and interests of a specific audience; arranges details, reasons, examples, and/or anecdotes persuasively; excludes information and arguments that are irrelevant; anticipates and addresses reader concerns and counter arguments; supports arguments with detailed evidence, citing sources of information as appropriate)
11. Writes compositions that address problems/solutions (e.g., identifies and defines a problem in a way appropriate to the intended audience, describes at least one solution, presents logical and well-supported reasons)
12. Writes in response to literature (e.g., responds to significant issues in a log or journal, answers discussion questions, anticipates and answers a reader's questions, writes a summary of a book, describes an initial impression of a text, connects knowledge from a text with personal knowledge, states an interpretive, evaluative, or reflective position; draws inferences about the effects of the work on an audience)
13. Writes business letters and letters of request and response (e.g., uses business letter format; states purpose of the letter; relates opinions, problems, requests, or compliments; uses precise vocabulary)

Standard 2. Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording)
2. Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs)
3. Uses a variety of sentence structures to expand and embed ideas (e.g., simple, compound, and complex sentences; parallel structure, such as similar grammatical forms or juxtaposed items)
4. Uses explicit transitional devices

Standard 3. Uses grammatical and mechanical conventions in written compositions

1. Uses and identifies pronouns in written compositions (e.g., relative, demonstrative, personal [i.e., possessive, subject, object])
2. Uses and identifies nouns in written compositions (e.g., forms possessives of nouns; forms irregular plural nouns)

3. Uses and identifies verbs in written compositions (e.g., uses linking and auxiliary verbs, verb phrases, and correct forms of regular and irregular verbs)
4. Uses and identifies adjectives in written compositions (e.g., pronominal, positive, comparative, superlative)
5. Uses and identifies adverbs in written compositions (e.g., chooses between forms of adjectives and adverbs)
6. Uses and identifies prepositions and coordinating conjunctions in written compositions (e.g., uses prepositional phrases, combines and embeds ideas using conjunctions)
7. Uses and identifies interjections in written compositions
8. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list, uses a dictionary and other resources to spell words, uses common prefixes and suffixes as aids to spelling, applies rules for irregular structural changes)
9. Uses conventions of capitalization in written compositions (e.g., titles [books, stories, poems, magazines, newspapers, songs, works of art], proper nouns [team names, companies, schools and institutions, departments of government, religions, school subjects], proper adjectives, nationalities, brand names of products)
10. Uses conventions of punctuation in written compositions (e.g., uses exclamation marks after exclamatory sentences and interjections; uses periods in decimals, dollars, and cents; uses commas with nouns of address and after mild interjections; uses quotation marks with poems, songs, and chapters; uses colons in business letter salutations; uses hyphens to divide words between syllables at the end of a line)
11. Uses appropriate format in written compositions (e.g., includes footnotes, uses italics [for titles of books, magazines, plays, movies])

Standard 4. Gathers and uses information for research purposes

1. Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)
2. Uses library catalogs and databases to locate sources for research topics
3. Uses periodical indexes to gather information for research topics
4. Uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, schedules, journals, phone directories, globes, atlases, almanacs)
5. Determines the appropriateness of an information source for a research topic
6. Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)
7. Writes research papers (e.g., separates information into major components based on a set of criteria, examines critical relationships between and among elements of a research topic, addresses different perspectives on a topic,

achieves balance between research information and original ideas, integrates a variety of information into a whole, draws conclusions)

8. Uses appropriate methods to cite and document reference sources (e.g., footnotes, bibliography)

Listening and Speaking

Standard 8. Uses listening and speaking strategies for different purposes

1. Plays a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator)
2. Asks questions to seek elaboration and clarification of ideas
3. Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details)
4. Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of an informational video, of a televised interview, of radio news programs)
5. Uses level-appropriate vocabulary in speech (e.g., metaphorical language, specialized language, sensory details)
6. Makes oral presentations to the class (e.g., uses notes and outlines; uses organizational pattern that includes preview, introduction, body, transitions, conclusion; and point of view; uses evidence and arguments to support opinions; uses visual media)
7. Uses appropriate verbal and nonverbal techniques for oral presentations (e.g., modulation of voice, inflection, tempo, word choice, grammar, feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture)
8. Evaluates strategies used by speakers in oral presentations (e.g., persuasive techniques, verbal messages supported by nonverbal techniques, effect of word choice, use of slanted or biased material)
9. Understands the ways in which language differs across a variety of social situations (e.g., formal and informal speech in different social situations, use of jargon by sports commentators to make listeners feel like insiders)
10. Understands elements of persuasion and appeal in spoken texts (e.g., purpose and impact of pace, volume, tone, stress, music in radio announcements; images conveyed by vocabulary and ideas)

Media

Standard 9. Understands the characteristics and components of the media

1. Knows characteristics of a wide range of media (e.g., television news favors messages that are immediate and visual, news photographs favor messages with an emotional component)
2. Understands the different purposes of various media (e.g., to provide entertainment or information, to persuade, to transmit culture, to focus attention on an issue)
3. Understands how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events)
4. Understands various elements that recur across media (e.g., common features found in print and broadcast advertising; the layout of magazines and newspapers, including headlines, photographs, regular columns, feature articles, and editorials)
5. Understands the ways in which image-makers carefully construct meaning (e.g., idea and word choice by authors, images created by photographers, television programs created by groups of people, photos or outlines chosen in newspapers)
6. Understands influences on the construction of media messages and images (e.g., the historical period or place in which they were made; laws that govern mass media, such as truth in advertising; the socio-cultural background of the target audience; financial factors such as sponsorship; cause-and-effect relationships between mass media coverage and public opinion trends)

Balboa Academy
Mathematics Standards and Benchmarks
Level III: Grades 6-8

Standard 1. Uses a variety of strategies in the problem-solving process. **(All grade levels, 6-8)**

1. Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem
2. Uses a variety of strategies to understand problem-solving situations and processes (e.g., considers different strategies and approaches to a problem, restates problem from various perspectives)
3. Understands that there is no one right way to solve mathematical problems but that different methods (e.g., working backward from a solution, using a similar problem type, identifying a pattern) have different advantages and disadvantages
4. Formulates a problem, determines information required to solve the problem, chooses methods for obtaining this information, and sets limits for acceptable solutions
5. Represents problem situations in and translates among oral, written, concrete, pictorial, and graphical forms
6. Generalizes from a pattern of observations made in particular cases, makes conjectures, and provides supporting arguments for these conjectures (i.e., uses inductive reasoning)
7. Uses a variety of reasoning processes (e.g., reasoning from a counter example, using proportionality) to model and to solve problems

Standard 2. Understands and applies basic and advanced properties of the concepts of numbers.

1. Understands the relationships among equivalent number representations (e.g., whole numbers, positive and negative integers, fractions, ratios, decimals, percents, scientific notation, exponentials) and the advantages and disadvantages of each type of representation **(6th – Beginning (B); 7th – Developing (D); 8th – Secure(S))**
2. Understands the characteristics and properties (e.g., order relations, relative magnitude, base-ten place values) of the set of rational numbers and its subsets (e.g., whole numbers, fractions, decimals, integers) **(6th grade)**
3. Understands the role of positive and negative integers in the number system **(6th grade)**
4. Uses number theory concepts (e.g., divisibility and remainders, factors, multiples, prime, relatively prime) to solve problems **(6th grade)**

5. Understands the characteristics and uses of exponents and scientific notation (**6th grade – B; 7th grade – D; 8th grade – S**)
6. Understands the structure of numeration systems that are based on numbers other than 10 (e.g., base 60 for telling time and measuring angles, Roman numerals for dates and clock faces) (**6th grade – B; 7th grade – D; 8th grade – D**)
7. Understands the concepts of ratio, proportion, and percent and the relationships among them (**6th grade – B/D; 7th grade – S**)

Standard 3. Understands and applies basic and advanced properties of the concepts of measurements.

1. Understands relationships among units and convert from one unit to another within the same system (**6th grade – D; 7th grade – S**)
2. Understands, selects, and uses units of appropriate size and type to measure angles, perimeter, area, surface area, and volume (**6th grade – D; 7th grade – S**)
3. Uses common benchmarks to select appropriate methods for estimating measurements (**6th grade – S**)
4. Selects and applies techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision (**6th grade – S**)
5. Develops and uses formulas to determine the circumference of circles and the area of triangles, parallelograms, trapezoids, and circles and develop strategies to find the area of more-complex shapes (**6th grade – D; 7th grade – S**)
6. Develops strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders (**6th grade – S; 7th grade – D; 8th grade – D**) **Please look at this – this is confusing...**
7. Solves problems involving scale factors, using ratio and proportion (**6th grade – S; 7th grade – D; 8th grade – D**) **Please look at this – this is confusing...**
8. Solves simple problems involving rates and derived measurements for such attributes as velocity and density (**8th grade – B**)

Standard 4. Understands and applies basics and advanced properties of the concepts of geometry.

1. Uses geometric methods (i.e., an unmarked straightedge and a compass using an algorithm) to complete basic geometric constructions (e.g., perpendicular bisector of a line segment, angle bisector) (**6th grade – S**)
2. Understands the defining properties of three-dimensional figures (e.g., a cube has edges with equal lengths, faces with equal areas and congruent shapes, right angle corners) (**6th grade – B; 7th grade – D**)

3. Understands the defining properties of triangles (e.g., the sum of the measures of two sides of a triangle must be greater than the measure of the third side) **(6th and 7th grades – D)**
4. Understands geometric transformations of figures (e.g., rotations, translations, dilations) **(6th secure)**
5. Understands the relationships between two- and three-dimensional representations of a figure (e.g., scale drawings, blueprints, planar cross sections)
6. Understands the mathematical concepts of similarity (e.g., scale, proportion, growth rates) and congruency **(6th grade – B; 7th and 8th grades – D)**
7. Understands the basic concept of the Pythagorean theorem **(6th grade – B; 7th and 8th grades – D)**

Standard 5. Understands and applies basic and advanced concepts of statistics, probability and data analysis.

1. Understands basic characteristics of measures of central tendency (i.e., mean, mode, median) **(6th – Secure)**
2. Reads and interprets data in charts, tables, and plots (e.g., stem-and-leaf, box-and-whiskers, scatter) **(6th grade – B; 7th and 8th grades – D)**
3. Uses data and statistical measures for a variety of purposes (e.g., formulating hypotheses, making predictions, testing conjectures) **(6th grade – B; 7th and 8th grades – D)**
4. Organizes and displays data using tables, graphs (e.g., line, circle, bar), frequency distributions, and plots (e.g., stem-and-leaf, box-and-whiskers, scatter) **(6th, 7th and 8th grades – D)**
5. Understands faulty arguments, common errors, and misleading presentations of data **(6th grade – B; 7th and 8th grades – D)**
6. Understands that the same set of data can be represented using a variety of tables, graphs, and symbols and that different modes of representation often convey different messages (e.g., variation in scale can alter a visual message) **(6th grade – B; 7th and 8th grades – D)**
7. Understands basic concepts about how samples are chosen (e.g., random samples, bias in sampling procedures, limited samples, sampling error) **(7th grade – B; 8th grade – D)**

Standard 6. Understands and applies basic and advanced algebraic concepts.

1. Knows that an expression is a mathematical statement using numbers and symbols to represent relationships and real-world situations (e.g., equations and inequalities with or without variables) **(6th grade – S)**
2. Understands that a variable can be used in many ways (e.g., as a place holder for a specific unknown, such as $x + 8 = 13$; as a representative of a range of values, such as $4t + 7$) **(6th grade – S)**

3. Understands various representations (e.g., tables, graphs, verbal descriptions, algebraic expressions, Venn diagram) of patterns and functions and the relationships among them **(6th, 7th, and 8th grades – D)**
4. Understands the basic concept of a function (i.e., functions describe how changes in one quantity or variable result in changes in another) **(6th grade – B; 7th grade – D; 8th grade – S)**
5. Solves linear equations using concrete, informal, and formal methods (e.g., using properties, graphing ordered pairs, using slope-intercept form) **(6th grade – B; 7th grade – D; 8th grade – S)**
6. Solves simple inequalities and non-linear equations with rational number solutions, using concrete and informal methods **(7th grade – B; 8th grade – D)**
7. Understands special values (e.g., minimum and maximum values, x- and y-intercepts, slope, constant ratio or difference) of patterns, relationships, and functions **(7th grade – B; 8th grade – D)**
8. Understands basic operations (e.g., combining like terms, expanding, substituting for unknowns) on algebraic expressions **(6th grade – D; 7th grade – D; 8th grade – S)**
9. Uses the rectangular coordinate system to model and to solve problems **(7th grade – B; 8th grade – D)**
10. Solves simple systems of equations graphically **(8th grade – B)**
11. Understands the properties of arithmetic and geometric sequences (i.e., linear and exponential patterns) **(7th grade – B; 8th grade – D)**

Standard 7. Understands and applies connections among mathematical ideas along with applying mathematics in contexts outside of mathematics. **(6th, 7th and 8th grades)**

1. Recognizes and uses connections among mathematical ideas
2. Understands how mathematical ideas interconnect and build on one another to produce a coherent whole
3. Recognizes and applies mathematics in contexts outside of mathematics

Standard 8. Communicates mathematical thinking coherently to others using appropriate language. **(6th, 7th and 8th grades)**

1. Organizes and consolidates their mathematical thinking through communication
2. Communicates their mathematical thinking coherently and clearly to peers, teachers, and others
3. Analyzes and evaluates the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely

Balboa Academy
Science Standards and Benchmarks
Level III: Grades 6-8

Science

Standard 2. Understands Earth's composition and structure

CA 6th Grade Science Content Standards

Plate tectonics explains important features of the Earth's surface and major geologic events.

Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment.

1. Knows how land forms are created through a combination of constructive and destructive forces (e.g., constructive forces such as crustal deformation, volcanic eruptions, and deposition of sediment; destructive forces such as weathering and erosion)
2. Knows that the Earth's crust is divided into plates that move at extremely slow rates in response to movements in the mantle
3. Knows how successive layers of sedimentary rock and the fossils contained within them can be used to confirm the age, history, and changing life forms of the Earth, and how this evidence is affected by the folding, breaking, and uplifting of layers
4. Knows that fossils provide important evidence of how environmental conditions have changed on the Earth over time (e.g., changes in atmospheric composition, movement of lithospheric plates, impact of an asteroid or comet)

Standard 3. Understands the composition and structure of the universe and the Earth's place in it

CA 8th Grade Science Content Standards

The structure and the composition of the universe can be learned from the study of stars, galaxies, and their evolution

1. Knows characteristics and movement patterns of the nine planets in our Solar System (e.g., planets differ in size, composition, and surface features; planets move around the Sun in elliptical orbits; some planets have moons, rings of particles, and other satellites orbiting them)
2. Knows how the regular and predictable motions of the Earth and Moon explain phenomena on Earth (e.g., the day, the year, phases of the Moon, eclipses, tides, shadows)

3. Knows characteristics of the Sun and its position in the universe (e.g., the Sun is a medium-sized star; it is the closest star to Earth; it is the central and largest body in the Solar System; it is located at the edge of a disk-shaped galaxy)
4. Knows that gravitational force keeps planets in orbit around the Sun and moons in orbit around the planets
5. Knows characteristics and movement patterns of asteroids, comets, and meteors
6. Knows that the universe consists of many billions of galaxies (each containing many billions of stars) and that incomprehensible distances (measured in light years) separate these galaxies and stars from one another and from the Earth
7. Knows that the planet Earth and our Solar System appear to be somewhat unique (e.g., the Earth is the only celestial body known to support life), although similar systems might yet be discovered in the universe

Standard 4. Understands the principles of heredity and related concepts

CA 7th Grade Science Content Standards

2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.

1. Knows that reproduction is a characteristic of all living things and is essential to the continuation of a species
2. Knows that for sexually reproducing organisms, a species comprises all organisms that can mate with one another to produce fertile offspring
3. Understands asexual and sexual reproduction (e.g., in asexual reproduction, all the genes come from a single parent; in sexual reproduction, an egg and sperm unite and half of the genes come from each parent, so the offspring is never identical to either of its parents; sexual reproduction allows for greater genetic diversity; asexual reproduction limits the spread of disadvantageous characteristics through a species)
4. Knows that hereditary information is contained in genes (located in the chromosomes of each cell), each of which carries a single unit of information; an inherited trait of an individual can be determined by either one or many genes, and a single gene can influence more than one trait
5. Knows that the characteristics of an organism can be described in terms of a combination of traits; some traits are inherited through the coding of genetic material and others result from environmental factors

Standard 5. Understands the structure and function of cells and organisms

CA 7th Grade Science Content Standards

All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.

CA 6th Grade Science Content Standards

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

1. Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multicellular
2. Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (e.g., cell growth and division, production of materials that the cell or organism needs)
3. Knows the levels of organization in living systems, including cells, tissues, organs, organ systems, whole organisms, ecosystems, and the complementary nature of structure and function at each level
4. Knows that multicellular organisms have a variety of specialized cells, tissues, organs, and organ systems that perform specialized functions (e.g., digestion, respiration, reproduction, circulation, excretion, movement, control and coordination, protection from disease)
5. Knows that organisms have a great variety of body plans and internal structures that serve specific functions for survival (e.g., digestive structures in vertebrates, invertebrates, unicellular organisms, and plants)
6. Knows 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
7. Knows that organisms can react to internal and environmental stimuli through behavioral response (e.g., plants have tissues and organs that react to light, water, and other stimuli; animals have nervous systems that process and store information from the environment), which may be determined by heredity or from past experience

Standard 6. Understands relationships among organisms and their physical environment

CA 6th Grade Science Content Standards

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

1. Knows that all individuals of a species that exist together at a given place and time make up a population, and

all populations living together and the physical factors with which they interact compose an ecosystem

2. Knows factors that affect the number and types of organisms an ecosystem can support (e.g., available resources; abiotic factors such as quantity of light and water, range of temperatures, and soil composition; disease; competition from other organisms within the ecosystem; predation)
3. Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem (e.g., producer/consumer, predator/prey, parasite/host, relationships that are mutually beneficial or competitive)
4. Knows 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 oxidizing their food, releasing some of this energy as heat)
5. Knows how matter is recycled within ecosystems (e.g., matter is transferred from one organism to another repeatedly, and between organisms and their physical environment; the total amount of matter remains constant, even though its form and location change)

Standard 7. Understands biological evolution and the diversity of life

CA 7th Grade Science Content Standards

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations.

4. Evidence from rocks allows us to understand evolution of life on Earth.

1. Knows basic ideas related to biological evolution (e.g., diversity of species is developed through gradual processes over many generations; biological adaptations, such as changes in structure, behavior, or physiology, allow some species to enhance their reproductive success and survival in a particular environment)
2. Knows that the fossil record, through geologic evidence, documents the appearance, diversification, and extinction of many life forms
3. Understands the concept of extinction and its importance in biological evolution (e.g., when the environment changes, the adaptive characteristics of some species are insufficient to allow their survival; extinction is common; most of the species that have lived on the Earth no longer exist)
4. Knows evidence that supports the idea that there is unity among organisms despite the fact that some species

look very different (e.g., similarity of internal structures in different organisms, similarity of chemical processes in different organisms, evidence of common ancestry)

5. Knows ways in which living things can be classified (e.g., taxonomic groups of plants, animals, and fungi; groups based on the details of organisms' internal and external features; groups based on functions served within an ecosystem such as producers, consumers, and decomposers)

Standard 8. Understands the structure and properties of matter

CA 8th Grade Science Content Standards

3. Elements have distinct properties and atomic structure. All matter is comprised of one or more of over 100 elements.

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.

1. Knows that matter is made up of tiny particles called atoms, and different arrangements of atoms into groups compose all substances
2. Knows that atoms often combine to form a molecule (or crystal), the smallest particle of a substance that retains its properties
3. Knows that states of matter depend on molecular arrangement and motion (e.g., molecules in solids are packed tightly together and their movement is restricted to vibrations; molecules in liquids are loosely packed and move easily past each other; molecules in gases are quite far apart and move about freely)
4. Knows that substances containing only one kind of atom are elements and do not break down by normal laboratory reactions (e.g., heating, exposure to electric current, reaction with acids); over 100 different elements exist
5. Knows that many elements can be grouped according to similar properties (e.g., highly reactive metals, less-reactive metals, highly reactive nonmetals, almost completely nonreactive gases)
6. Understands the conservation of mass in physical and chemical change (e.g., no matter how substances within a closed system interact with one another, the total weight of the system remains the same; the same number of atoms of a single element weighs the same, no matter how the atoms are arranged)
7. Knows methods used to separate mixtures into their component parts (boiling, filtering, chromatography, screening)
8. Knows that substances react chemically in characteristic ways with other substances to form new substances

(compounds) with different characteristic properties

9. Knows factors that influence reaction rates (e.g., types of substances involved, temperature, concentration of reactant molecules, amount of contact between reactant molecules)
10. Knows that oxidation is the loss of electrons, and commonly involves the combining of oxygen with another substance (e.g., the processes of burning and rusting)

Standard 9. Understands the sources and properties of energy

CA 6th Grade Science Content Standards

3. Heat moves in a predictable flow from warmer objects to cooler objects until all objects are at the same temperature.

4. Many phenomena on the Earth's surface are affected by the transfer of energy through radiation and convection currents.

CA 7th Grade Science Content Standards

6. Physical principals underlie biological structures and functions.

1. Knows that energy is a property of many substances (e.g., heat energy is in the disorderly motion of molecules and in radiation; chemical energy is in the arrangement of atoms; mechanical energy is in moving bodies or in elastically distorted shapes; electrical energy is in the attraction or repulsion between charges) **(Grade 8)**
2. Understands the law of conservation of energy (i.e., energy cannot be created or destroyed but only changed from one form to another)
3. Knows that heat energy flows from warmer materials or regions to cooler ones through conduction, convection, and radiation
4. Knows how the Sun acts as a major source of energy for changes on the Earth's surface (i.e., the Sun loses energy by emitting light; some of this light is transferred to the Earth in a range of wavelengths including visible light, infrared radiation, and ultraviolet radiation)
5. Knows that most chemical and nuclear reactions involve a transfer of energy (e.g., heat, light, mechanical motion, electricity)
6. Knows that vibrations (e.g., sounds, earthquakes) move at different speeds in different materials, have different wavelengths, and set up wave-like disturbances that spread away from the source
7. Knows ways in which light interacts with matter (e.g., transmission, including refraction; absorption; scattering,

including reflection)

8. Knows that only a narrow range of wavelengths of electromagnetic radiation can be seen by the human eye; differences of wavelength within that range of visible light are perceived as differences in color

Standard 10. Understands forces and motion

CA 8th Grade Science Content Standards

The velocity of an object is the rate of change of its position.

Unbalanced forces cause changes in velocity.

1. Understands general concepts related to gravitational force (e.g., every object exerts gravitational force on every other object; this force depends on the mass of the objects and their distance from one another; gravitational force is hard to detect unless at least one of the objects, such as the Earth, has a lot of mass)
2. Knows that just as electric currents can produce magnetic forces, magnets can cause electric currents
3. Knows that an object's motion can be described and represented graphically according to its position, direction of motion, and speed
4. Understands effects of balanced and unbalanced forces on an object's motion (e.g., if more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and magnitude; unbalanced forces such as friction will cause changes in the speed or direction on an object's motion)
5. Knows that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line

Standard 11. Understands the nature of scientific knowledge

1. Knows that an experiment must be repeated many times and yield consistent results before the results are accepted as correct **(Grades 6, 7 and 8)**
2. Understands the nature of scientific explanations (e.g., use of logically consistent arguments; emphasis on evidence; use of scientific principles, models, and theories; acceptance or displacement of explanations based on new scientific evidence) **(Grades 6, 7, and 8)**
3. Knows that all scientific ideas are tentative and subject to change and improvement in principle, but for most

core ideas in science, there is much experimental and observational confirmation **(Grades 6, 7 and 8)**

Standard 12. Understands the nature of scientific inquiry

CA 6th, 7th, and 8th Grade Science Content Standards

9. Scientific progress is made by asking meaningful questions and conducting careful investigations.

1. Knows that there is a procedure called "the scientific method," but that investigations involve systematic observations, carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypotheses and explanations **(Grades 6, 7, and 8)**
2. Understands that questioning, response to criticism, and open communication are integral to the process of science (e.g., scientists often differ with one another about the interpretation of evidence or theory in areas where there is not a great deal of understanding; scientists acknowledge conflicting interpretations and work towards finding evidence that will resolve the disagreement) **(Grades 7 and 8)**
3. Designs and conducts a scientific investigation (e.g., formulates hypotheses, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations, critiques explanations and procedures) **(Grades 6, 7 and 8)**
4. Knows that observations can be affected by bias (e.g., strong beliefs about what should happen in particular circumstances can prevent the detection of other results) **(Grades 6, 7, and 8)**
5. Uses appropriate tools (including computer hardware and software) and techniques to gather, analyze, and interpret scientific data **(Grades 6,7 and 8)**
6. Establishes relationships based on evidence and logical argument (e.g., provides causes for effects) **(Grades 6, 7 and 8)**
7. Knows that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists (e.g., reviewing experimental procedures, examining evidence, identifying faulty reasoning, identifying statements that go beyond the evidence, suggesting alternative explanations) **(Grades 6, 7 and 8)**
8. Knows possible outcomes of scientific investigations (e.g., some may result in new ideas and phenomena for study; some may generate new methods or procedures for an investigation; some may result in the development of new technologies to improve the collection of data; some may lead to new investigations)

(Grades 6, 7 and 8)

Standard 13. Understands the scientific enterprise

1. Knows that people of all backgrounds and with diverse interests, talents, qualities, and motivations engage in fields of science and engineering; some of these people work in teams and others work alone, but all communicate extensively with others **(Grades 7 and 8)**
2. Knows that the work of science requires a variety of human abilities, qualities, and habits of mind (e.g., reasoning, insight, energy, skill, creativity, intellectual honesty, tolerance of ambiguity, skepticism, openness to new ideas) **(Grades 6, 7, and 8)**
3. Knows various settings in which scientists and engineers may work (e.g., colleges and universities, businesses and industries, research institutes, government agencies) **(Grades 7 and 8)**
4. Understands ethics associated with scientific study (e.g., potential subjects must be fully informed of the risks and benefits associated with the research and their right to refuse to participate; potential subjects must be fully informed of possible risks to community and property) **(Grades 7 and 8)**
5. Knows that throughout history, many scientific innovators have had difficulty breaking through accepted ideas of their time to reach conclusions that are now considered to be common knowledge **(Grades 7 and 8)**
6. Knows ways in which science and society influence one another (e.g., scientific knowledge and the procedures used by scientists influence the way many individuals think about themselves, others, and the environment; societal challenges often inspire questions for scientific research; social and economic forces strongly influence which science research programs are pursued and funded) **(Grades 7 and 8)**

Balboa Academy
World History Standards and Benchmarks
Level III: Grade 6

Era 1-The Beginnings of Human Society

Standard 1. Understands the biological and cultural processes that shaped the earliest human communities

1. Understands scientific evidence regarding early hominid evolution in Africa (e.g., daily life of individuals and communities in early hunter-gatherer populations; major anthropological discoveries, their locations, and their discoverers)
2. Understands the social and cultural characteristics of hunter-gatherer communities in various continental regions (e.g., similarities and differences between hunter-gatherer communities in Africa, Eurasia, and the Americas and their responses to local environments; characteristics of Cro-Magnon communities of western Eurasia; location and composition of archaeological discoveries and what understanding these bring to Neanderthal culture and community life)

Era 2-Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE

Standard 2. Understands the processes that contributed to the emergence of agricultural societies around the world

1. Understands the role of agriculture in early settled communities (e.g., how archaeological evidence explains the technology, social organization, and cultural life of settled farming communities in Southwest Asia; differences between wild and domestic plants and animals; how patterns of settlement were influenced by agricultural practices)
2. Understands the development of early agricultural communities in different regions of the world (e.g., differences between hunter-gatherer, fishing, and agrarian communities; social, cultural, and economic characteristics of large agricultural settlements and their unique problems; the development of tropical agriculture in Southeast Asia)

Standard 3. Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley

1. Understands influences on the development of various civilizations in the 4th and 3rd millennia BCE (e.g., how the natural environment of the Tigris-Euphrates, Nile, and Indus Valleys shaped the early development of civilization; different characteristics of urban development in Mesopotamia, Egypt, and the Indus Valley)
2. Understands the characteristics of writing forms in Mesopotamia, Egypt, and the Indus Valley and how written records shaped political, legal, religious, and cultural life
3. Understands how economic, political, and environmental factors influenced the civilizations of Mesopotamia, Egypt, and the Indus Valley (e.g., the impact of trade networks connecting various regions of Southwest Asia on Mesopotamian civilization; the importance of commercial, cultural, and political connections between Egypt and peoples of Nubia along the upper Nile; how geography and climate affected trade in the Nile Valley)

Standard 4. Understands how agrarian societies spread and new states emerged in the third and second millennia BCE

1. Understands how the development of different types of tools influenced Chinese civilization (e.g., the uses and significance of bronze tool-making technology, weapons, and luxury goods in the 3rd and 2nd millennia BCE; the unique nature of Chinese writing tools, surfaces, and styles in the 2nd millennia BCE)
2. Understands significant characteristics of early Chinese society and religion (e.g., the influence of the natural environment on Huang He [Yellow River] civilization compared to its impact on Mesopotamia, Egypt, and the Indus Valley; early Chinese urban societies and how they compare to those of Mesopotamia and the Indus Valley, the nature of Shang ancestor worship and what it illustrates about concepts of life and death in Shang society)
3. Understands the role of technology in early agrarian societies (e.g., how the advent of the plow influenced new agrarian societies in Southwest Asia, the Mediterranean basin, and temperate Europe; how megalithic stone buildings, such as Stonehenge, indicate the emergence of complex agrarian societies in Europe; changes for humankind and civilization brought on by the bow and arrow and by pottery; what physical evidence indicated about the characteristics of the agrarian society of ancient Egypt and the life of the Pharaoh)

Standard 5. Understands the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE

1. Understands how the rise of pastoral societies was linked to the climate and geography of the Central Asian steppes, and how kinship-based pastoral society differed from the social organization of agrarian states

2. Understands how the invention of the chariot affected Southwest Asian societies (e.g., how the chariot changed transportation, the development of chariot warfare, how the chariot contributed to the spread of new ideas and technology)
3. Understands characteristics of Mycenaean Greek society and culture (e.g., the political and social organization of the Mycenaean Greeks as revealed in archaeological and written records, how geography influenced the development of Mycenaean society, the significance of the story of the siege of Troy)
4. Understands possible causes of the decline and collapse of Indus Valley civilization (e.g., possible causes for the disappearance of cities such as Mohenjo-Daro, the role environmental changes played in the fall of Indus cities)

Standard 6. Understands major trends in Eurasia and Africa from 4000 to 1000 BCE

1. Knows areas of Eurasia and Africa where cities and dense farming populations appeared between 4000 and 1000 BCE, and understands the connection between the spread of agriculture and the acceleration of world population growth
2. Understands how new ideas, products, techniques, and institutions spread from one region to another and the conditions under which people assimilated or rejected new ideas or adapted them to cultural traditions

Era 3-Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

Standard 7. Understands technological and cultural innovation and change from 1000 to 600 BCE

1. Understands patterns of Phoenician political organization, culture, and trade in the Mediterranean basin (e.g., dominant trade routes, traded goods of major Phoenician port cities such as Carthage)
2. Understands the development of Greek city-states (e.g., common features of Greek city-states in the Aegean region; the political, social, and legal character of the polis; how geography influenced the location and development of Greek city-states)
3. Understands elements of Judaism and how it compares to other religions (e.g., the differences between Jewish monotheism and the polytheism of Southwest Asia, the ethical teachings of Judaism illustrated in stories from the Hebrew Scriptures, the major events in the early history of Judaism through the Babylonian Captivity)
4. Understands major technological, military, and political events in the development of Kushite society (e.g., the importance of Nile Valley trade and the decline of the New Kingdom as factors in the rise of the Kushite state in the 1st millennium BCE, how iron was used in Kushite society and which uses were most important to the kingdom)

5. Understands geographical and architectural features of Egypt and Kush (e.g., the locations of Egypt and Kush on the African continent and the geographic features that either assisted or hampered communication between these two kingdoms, what architectural evidence suggests about the relationship between Egypt and Kush)

Standard 8. Understands how Aegean civilization emerged and how interrelations developed among peoples of the Eastern Mediterranean and Southwest Asia from 600 to 200 BCE

1. Understands the social and political characteristics of Greek city-states (e.g., significant similarities and differences between Athenian democracy and Spartan military aristocracy; hierarchical relationships in Greek societies and the civic, economic, and social tasks performed by men and women of different classes; the location and political structure of the major Greek city-states)
2. Understands the major cultural elements of Greek society (e.g., the major characteristics of Hellenic sculpture, architecture, and pottery and how they reflected or influenced social values and culture; characteristics of Classical Greek art and architecture and how they are reflected in modern art and architecture; Socrates' values and ideas as reflected in his trial; how Greek gods and goddesses represent non-human entities, and how gods, goddesses, and humans interact in Greek myths)
3. Understands Alexander's achievements as a military and political leader (e.g., reasons for the disintegration of the empire into smaller areas after his rule; the campaigns, battles, and cities founded in Alexander's imperial conquests)
4. Understands significant military developments of the Persian Empire (e.g., major events of the wars between Persia and the Greek city-states; reasons for Persia's failure to conquer the Aegean region; the growth of and geographic influences on the Persian Empire, from the reign of Cyrus I through the wars with Greece; sources of the conflict between the Greeks and the Persians; the four major battles of the Persian wars)

Standard 9. Understand how major religious and large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE

1. Understands the origins and social framework of Roman society (e.g., the geographic location of different ethnic groups on the Italian peninsula in the late 6th century BCE and their influences on early Roman society and culture, how legends of the founding of Rome describe ancient Rome and reflect the beliefs and values of its citizens, what life was like for the common people living in Rome and Pompeii)
2. Understands shifts in the political and social framework of Roman society (e.g., political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire; how values changed from the early

Republic to the last years of the Empire as reflected through the lives of such Romans as Cincinnatus, Scipio Africanus, Tiberius Gracchus, Cicero, Julius Caesar, Augustus, Nero, Marcus Aurelius, and Constantine)

3. Understands events in the rise of Christianity (e.g., the life of Paul the Apostle and his contribution to the spread of Christian beliefs, how Christianity spread widely in the Roman Empire, how the New Testament illustrates early Christian beliefs)
4. Understands the fundamental elements of Chinese society under the early imperial dynasties (e.g., policies and achievements of the Qin emperor Shi Huangdi, the life of Confucius and the fundamentals of Confucianism and Daoism, what life was like for ordinary people in ancient China as illustrated in Chinese folktales)
5. Understands the origins of Buddhism and fundamental Buddhist beliefs (e.g., the life story of Buddha and his essential teachings; how the Buddhist teachings were a response to the Brahmanic system; the contributions of the emperor Ashoka to the expansion of Buddhism in India; how Indian epic stories reflect social values, and how the Jataka tales reveal Buddhist teachings)

Standard 10. Understands major global trends from 1000 BCE to 300 CE

1. Knows the different forms of slavery or coerced labor in various empires (e.g., the Han empire, the Maurya empire, the Greek city-states, the Roman empire)

Era 4 - Expanding Zones of Exchange and Encounter, 300-1000 CE

Standard 11. Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE

1. Understands possible reasons for the decline of the Roman and Han Empires (e.g., possible factors that motivated nomadic peoples to move into the Roman Empire and China, common patterns of decline and fall in the Roman and Han Empires, the chronological order of significant historical events for Rome from the late Empire through the reign of Justinian, how differences in architecture can illustrate unity and alienation between the Eastern and Western halves of the Roman Empire)
2. Understands various characteristics of Christianity and Buddhism (e.g., methods used to spread the two religions to new areas and people; possible aspects of Christianity and Buddhism that appealed to people living between the 3rd and 5th centuries CE; the approximate geographical realms of Buddhism, Christianity, Hinduism, and Confucianism until the 5th century CE)

3. Understands fundamental Hindu beliefs (e.g., how the concept of dharma reflects a social value for the ideal king, husband and wife, brother and friend; the concepts of Brahma, dharma, and karma, the caste system, ritual sacrifice, and reincarnation)

Standard 12. Understands the causes and consequences of the development of Islamic civilization between the 7th and 10th centuries

1. Understands the influence of Islamic ideas and practices on other cultures and social behavior (e.g., the origin and development of Islamic law; the influence of Islamic law and Muslim practice on family life, morals, marriage, inheritance, and slavery; the possible appeal of Islam to culturally diverse non-Muslims across Afro-Eurasia in the Abbasid era)
2. Understands how the Byzantine state withstood attacks between the 8th and 10th centuries (e.g., military technology and the successful defense of Byzantium against Arab Muslim attacks)
3. Understands the effect of geography on different groups and their trade practices (e.g., nomads, town-dwellers, trade practices on the Arabian peninsula; the goods traded and the origins of these goods)

Standard 13. Understands major developments in East Asia and Southeast Asia in the era of the Tang Dynasty from 600 to 900 CE

1. Understands characteristics of Japanese society through the imperial period (e.g., aspects of the indigenous development of Japanese society until the 7th century CE; the establishment of the imperial state in Japan and the role of the emperor in government; the political, social, and cultural role of women and their contributions to the court of Heian; how the geography of Japan affected its development and its relations with China and Korea)
2. Understands geographic and political features of Tang China (e.g., the imperial conquests of the empire in Southeast and Central Asia; the locations of major cities in Tang China and their attraction for diverse people of differing religions; major geographical features of the area incorporated by the Tang Dynasty, the location of the network of canals, and how the Great Canal changed life in China; features of government and administration of Tang China)

Standard 14. Understands the rise of centers of civilization in Mesoamerica and Andean South America in the 1st millennium CE

1. Understands the significant features of Mayan civilization (e.g., locations of Mayan city-states, road systems, and sea routes in Mesoamerica and the influence of the environment on these developments; the role and status of elite

women and men in Mayan society as indicated by their portrayal in Mayan monumental architecture; the importance of religion in Mayan society; the structure and purpose of Mayan pyramids; ceremonial games among the Mayans)

Standard 15. Understands major global trends from 300 to 1000 CE

1. Understands major changes in the religious map of Eurasia and Africa between 300 and 1000 CE (e.g., the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions)
2. Knows the maritime and overland trade routes linking regions of Afro-Eurasia and understands the importance of international trade for African and Eurasian societies

Balboa Academy
Geography Standards and Benchmarks
Level III: Grade 7

ELEMENT 1: The World in Spatial Terms

Standard 1: How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information from a Spatial Perspective

1. Knows the purposes and distinguishing characteristics of different map projections, including distortion on flat-map projections
2. Uses thematic maps (e.g., patterns of population, disease, economic features, rainfall, vegetation)

Standard 2: How to Use Mental Maps to Organize Information About People, Places, and Environments in a Spatial Context

1. Knows the location of physical and human features on maps and globes (e.g., culture hearths such as Mesopotamia, Huang Ho, the Yucatan Peninsula, the Nile Valley; major ocean currents; wind patterns; land forms; climate regions)
2. Knows how mental maps can reflect attitudes and perceptions of places (e.g., how personal interests emphasize some details at the expense of others)
3. Knows the relative location of, size of, and distances between places (e.g., major urban centers in the United States)
4. Knows the factors that influence spatial perception (e.g., culture, education, age, gender, occupation, experience)

Standard 3: How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface

1. Understands distributions of physical and human occurrences with respect to spatial patterns, arrangements, and associations (e.g., why some areas are more densely settled than others, relationships and patterns in the kind and number of links between settlements)
2. Understands patterns of land use in urban, suburban, and rural areas (e.g., land uses that are frequently nearby and others not frequently adjacent to one another, dominant land-use patterns in city centers and peripheral areas)

Standard 4: The Physical and Human Characteristics of Places

1. Knows the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development)
2. Knows the physical characteristics of places (e.g., soils, land forms, vegetation, wildlife, climate, natural hazards)
3. Knows how technology shapes the human and physical characteristics of places (e.g., satellite dishes, computers, road construction)
4. Knows the causes and effects of changes in a place over time (e.g., physical changes such as forest cover, water distribution, temperature fluctuations; human changes such as urban growth, the clearing of forests, development of transportation systems)

Element 2: Places and Regions

Standard 5: That People Create Regions to Interpret Earth's Complexity

1. Knows regions at various spatial scales (e.g., hemispheres, regions within continents, countries, cities)
2. Understands criteria that give a region identity (e.g., its central focus, such as Amsterdam as a transportation center; relationships between physical and cultural characteristics, such as the Sunbelt's warm climate and popularity with retired people)
3. Knows types of regions such as formal regions (e.g., school districts, circuit-court districts, states of the United States), functional regions (e.g., the marketing area of a local newspaper, the "fanshed" of a professional sports team), and perceptual regions (e.g., the Bible Belt in the United States, the Riviera in southern France, the Great American Desert)
4. Knows factors that contribute to changing regional characteristics (e.g., economic development, accessibility, migration, media image)
5. Understands the influences and effects of particular regional labels and images (e.g., Twin Peaks in San Francisco, Capitol Hill in Washington, D.C., the South, the rust belt, "developed" vs. "less-developed" regions)
6. Understands ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions)

Standard 6: How Culture and Experience Influence People's Perceptions of Places and Regions

1. Knows how places and regions serve as cultural symbols (e.g. Golden Gate Bridge in San Francisco; Opera House in Sydney, Australia; the Gateway Arch in St. Louis; Tower Bridge in London)
2. Knows how technology affects the ways in which culture groups perceive and use places and regions (e.g., impact of technology such as air conditioning and irrigation on the human use of arid lands; changes in perception of environment by culture groups, such as the snowmobile's impact on the lives of Inuit people or the swamp buggy's impact on tourist travel in the Everglades)
3. Knows the ways in which culture influences the perception of places and regions (e.g., religion and other belief systems, language and tradition; perceptions of "beautiful" or "valuable")

ELEMENT 3: Physical Systems

Standard 7: The Physical Processes That Shape the Patterns of Earth's Surface

1. Knows the major processes that shape patterns in the physical environment (e.g., the erosional agents such as water and ice, earthquake zones and volcanic activity, the ocean circulation system)
2. Knows the processes that produce renewable and nonrenewable resources (e.g., fossil fuels, hydroelectric power, soil fertility)
3. Knows the consequences of a specific physical process operating on Earth's surface (e.g., effects of an extreme weather phenomenon such as a hurricane's impact on a coastal ecosystem, effects of heavy rainfall on hill slopes, effects of the continued movement of Earth's tectonic plates)

Standard 8: The Characteristics and Spatial Distribution of Ecosystems on Earth's Surface

1. Understands the distribution of ecosystems from local to global scales (e.g., the consequences of differences in soils, climates, and human and natural disturbances)
2. Understands the functions and dynamics of ecosystems (e.g., interdependence of flora and fauna, the flow of energy and the cycling of energy, feeding levels and location of elements in the food chain)

3. Understands ecosystems in terms of their characteristics and ability to withstand stress caused by physical events (e.g., a river system adjusting to the arrival of introduced plant species such as hydrilla; regrowth of a forest after a forest fire; effects of disease on specific populations)
4. Knows changes that have occurred over time in ecosystems in the local region (e.g., natural wetlands on a flood plain being replaced by farms, farmlands on a flood plain being replaced by housing developments)
5. Knows the potential impact of human activities within a given ecosystem on the carbon, nitrogen, and oxygen cycles (e.g., the role of air pollution in atmospheric warming or the growing of peas and other legumes, which supply their own nitrogen and do not deplete the soil)
6. Understands the life cycle of a lake ecosystem from birth to death (including the process of eutrophication)

Balboa Academy
United States History Standards and Benchmarks
Level III: Grade 8

Standard 6. Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory

1. Understands how political, ideological, and religious ideas joined economic interests to bring about the "shot heard round the world" (e.g., leaders of resistance to imperial policy; the English tax on the colonists to help pay for the Seven Years War; the interests and positions of different economic groups, such as northern merchants, southern rice and tobacco planters, yeoman farmers, and urban artisans)
2. Understands contradictions between the Declaration of Independence and the institution of chattel slavery
3. Understands the strategic elements of the Revolutionary War (e.g., how the Americans won the war against superior British resources, American and British military leaders, major military campaigns)
4. Understands the impact of European countries and individual Europeans on the American victory (e.g., + interest, goals, and actions of France, Holland, and Spain; contributions of European individuals)
5. Understands the terms of the Treaty of Paris and implications for U.S. relationships with Native Americans and European powers who still held interests and territory in North America
6. Understands the creation of the Declaration of Independence (e.g., historical antecedents that contributed to the document, individuals who struggled for independence)

Standard 7. Understands the impact of the American Revolution on politics, economy, and society

1. Understands political and economic issues addressed by the Continental Congress (e.g., the accomplishments and failures of the Continental Congress, the Northwest Ordinance of 1787, revolutionary war debt, the dispute over the sale of western lands)
2. Understands how the ideals of the American Revolution influenced the goals of various groups of people during and after the war (e.g., African Americans, Native Americans, Loyalists, women, young people)

Standard 8. Understands the institutions and practices of government created during the Revolution and how these elements were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

1. Understands events that led to and shaped the Constitutional Convention (e.g., alternative plans and major compromises considered by delegates, the grievances of the debtor class and the fears of wealthy creditors involved in Shay's Rebellion, the accomplishments and failures of the Articles of Confederation)
2. Understands arguments over the necessity of a Bill of Rights (e.g., Anti-Federalist arguments for its inclusion in the Constitution) and Madison's role in securing its adoption by the First Congress
3. Understands the establishment of power and significant events in the development of the U.S. Supreme Court (e.g., the role of Chief Justice Marshall in the growth of the court, Article III of the Constitution, Judiciary Act of 1789, Marbury v. Madison)
4. Understands the development and impact of the American party system (e.g., social, economic, and foreign policy issues of the 1790s; influence of the French Revolution on American politics; + the rise of the Federalist and Democratic-Republican parties; the election of 1800; the appointment of the "midnight judges")
5. Understands the role of ordinary people in the Whiskey Rebellion and in demonstrations against Jay's Treaty (e.g., the causes of the rebellion, similarities and differences between rebellion against the whiskey tax and British taxation during the revolutionary period, why western farmers objected to Jay's Treaty)

Standard 9. Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

1. Understands the short-term political and long-term cultural impacts of the Louisiana Purchase (e.g., those who opposed and supported the acquisition, the impact on Native Americans between 1801 and 1861)
2. Understands how early state and federal policy influenced various Native American tribes (e.g., survival strategies of Native Americans, environmental differences between Native American homelands and resettlement areas, the Black Hawk War and removal policies in the Old Northwest)
3. Understands the social and political impact of the idea of Manifest Destiny (e.g., how it fueled the controversy over the Oregon territory, how it was reflected in the Treaty of Guadalupe Hidalgo, its appeal to 19th century American industrial workers and small farmers)
4. Understands the diplomatic and political developments that led to the resolution of conflicts with Britain and Russia in the period 1815 to 1850
5. Understands the significance of the Lewis and Clark expedition (e.g., its role as a scientific expedition, its contributions to friendly relations with Native Americans)

6. Understands the major events of U.S. foreign policy during the early 19th century (e.g., differences between the Monroe Doctrine and earlier foreign policy; renewed English-French hostilities; whether the War of 1812 was a war of independence, expansion, or maritime rights)

Standard 10. Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions

1. Understands how immigration affected American society in the antebellum period (e.g., the connection between industrialization and immigration, how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity)
2. Understands the role of government in various areas of public service in the early 1800s (e.g., national and state policies regarding protective tariffs and a national bank, the controversy over federally funded internal improvements)
3. Understands the social and economic impacts of the factory system (e.g., its role in developing a labor movement in the antebellum period, perspectives of owners and workers, child labor in New England mills)
4. Understands influences on urban life in the early and late 19th century (e.g., how rapid urbanization, immigration, and industrialization affected the social fabric of cities; individuals who contributed to the development of free black communities in the cities; the rise of racial hostility)
5. Understands different economic, cultural, and social characteristics of slavery after 1800 (e.g., the influence of the Haitian Revolution and the ending of the Atlantic slave trade, how slaves forged their own culture in the face of oppression, the role of the plantation system in shaping slaveholders and the enslaved, the experiences of escaped slaves)
6. Understands characteristics of life on the western frontier in the 19th century (e.g., cultural interactions between diverse groups in the trans-Mississippi region, how the Mormons established the Church of Jesus Christ of Latter Day Saints and their communities)
7. Understands how major technological and economic developments influenced various groups (e.g., business owners, farmers, workers in different regions)

Standard 11. Understands the extension, restriction, and reorganization of political democracy after 1800

1. Understands political influences and views after 1800 (e.g., the impact of changes in electoral qualifications for white males on local, state, and national politics; how President Jackson's position on the bank recharter and nullification issues contributed to the rise of the Whig party)
2. Understands the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period (e.g., support and opposition of the Missouri Compromise of 1820, the debate over slavery from the late 1830s to the Compromise of 1850)
3. Understands how tariff policy and issues of state's rights influenced party development and promoted sectional differences (e.g., the political positions of Whigs and Democrats on important issues in 1832, how platform issues had special appeal to different sections of the country)

Standard 12. Understands the sources and character of cultural, religious, and social reform movements in the antebellum period

1. Understands perspectives that influenced slavery in the antebellum period (e.g., changing ideas about race, the reception of proslavery and antislavery ideologies in the North and South, arguments used to defend slavery in the 18th and 19th centuries)
2. Understands the significant religious, philosophical, and social movements of the 19th century and their impacts on American society and social reform (e.g., the impact of the Second Great Awakening on issues such as public education, temperance, women's suffrage, and abolitionism; Transcendentalism and the literary works of its central leaders; Transcendentalist ideas about the individual, society, and nature)
3. Understands how women influenced reform movements and American society during the antebellum period (e.g., the Seneca Falls "Declaration of Sentiments" of 1848, the leadership role women played in major reform movements, how the public at large viewed these women)

Standard 13. Understands the causes of the Civil War

1. Understands the economic, social, and cultural differences between the North and South (e.g., how the free labor system of the North differed from that of the South)
2. Understands the development of sectional polarization and secession prior to the Civil War (e.g., how events after the Compromise of 1850 and the Dred Scott decision impacted sectional differences, southern justification for secession, the presidential leadership of Buchanan and Lincoln during the secession crisis)

3. Understands issues other than slavery that led to the Civil War (e.g., the appeal of the Northern "free labor" ideology in preventing the further extension of slavery in the new territories; cultural differences, conflicting economic issues, opposing constitutional perspectives)

Standard 14. Understands the course and character of the Civil War and its effects on the American people

1. Understands the circumstances that shaped the Civil War and its outcome (e.g., differences between the economic, technological, and human resources of both sides; the impact of the Emancipation Proclamation on the outcome of the war)
2. Understands how different groups of people shaped the Civil War (e.g., the motives and experiences of Confederate and white and African American Union soldiers, different perspectives on conscription, the effects of divided loyalties)

Standard 21. Understands the changing role of the United States in world affairs through World War I

1. Understands different types of U.S. diplomacy in the early 20th century and how they were applied (e.g., Theodore Roosevelt's foreign policies, U.S. relations with Japan and the "Gentleman's Agreement," American diplomatic initiatives in East Asia, differences between Taft's dollar diplomacy and Roosevelt's big stick diplomacy)
2. Understands the development of World War I (e.g., the influence of industrial research in aviation and chemical warfare on military strategy and the war's outcome, how technological developments contributed to the war's brutality, the system of alliances through which European nations sought to protect their interests, how nationalism and militarism contributed to the outbreak, how the war expanded to become a world war)
3. Understands the United States' intervention in World War I (e.g., the impact of U.S. public opinion on the Wilson administration's evolving foreign policy during the period 1914 to 1917, Wilson's leadership during the period of neutrality and his reasons for U.S. intervention)
4. Understands the impact of the United States involvement in World War I (e.g., U.S. military and economic mobilizations for war and the role of labor, women, and African Americans in the war effort; World War I military engagements and the campaigns in which the American Expeditionary Force participated; the impact of the war on American troops; Wilson's goals in recommending the establishment of a League of Nations)
5. Understands the significance of the Russian Revolution, its impact on the war and on the foreign policies of the U.S. and Allied powers

Standard 25. Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

1. Understands the development of new political thinking and forms of government in Europe between World War I and World War II (e.g., the rise of fascism, national socialism, and communism)
2. Understands how the outcome of World War I contributed to the outbreak of World War II (e.g., lack of support for the League of Nations, the breakdown of the Versailles settlement in the 1930s)
3. Understands U.S. international relations prior to its entrance into World War II (e.g., the events that caused growing tensions between the U.S. and Japan, the bombing of Pearl Harbor)
4. Understands military strategies used during World War II (e.g., the non-aggression pact between Germany and the USSR in 1939; the "Battle for Britain"; Japanese strategy in East Asia and the Pacific; Roosevelt's strategy for an aggressive war against the Axis powers and a defensive war in Asia; the North Africa, Sicily, and Normandy invasions)
5. Understands the dimensions of Hitler's "final solution" and the Allies' response to the Holocaust and war crimes (e.g., human costs of Nazi genocide, Roosevelt's immigration policy toward Jewish refugees from Hitler's Germany)
6. Understands the legacy of World War II (e.g., the decision to use the atomic bomb against Japan during World War II, how military experiences fostered American identity and cross-cultural interaction, the purpose and organization of the United Nations)
7. Understands how World War II influenced American society (e.g., how the war fostered cultural exchange and promoted nationalism and American identity, the effects on gender roles and the American family)
8. Understands how minority groups were affected by World War II (e.g., how minority groups organized to gain access to wartime jobs and discrimination they faced, factors that led to the internment of Japanese Americans)

Balboa Academy
Native Language Spanish Standards and Benchmarks
Objetivos Generales de la Asignatura
Level III: Grado 5-8

Objetivo 1. Desarrollar las competencias comunicativas que le permitan participar en los intercambios comunicativos propios de la interrelación entre las personas, utilizando la lengua como el instrumento idóneo para la creatividad y la socialización que propicia la reflexión y la tolerancia.

1. Utilizar diferentes formas de expresión verbal y no verbal para expresar pensamientos con claridad, coherencia y concisión.
2. Producir mensajes por medio del lenguaje verbal y no verbal para interpretarlos individualmente y en grupo.
3. Analizar los elementos y características de los medios de comunicación, con el fin de ampliar las destrezas discursivas y mantener actitudes críticas ante sus mensajes.

Objetivo 2. Disfrutar de la lectura y la escritura como formas de comunicación y como medio de recreación y fuente de enriquecimiento cultural.

1. Leer textos con actitud crítica, reconociendo sus diferentes finalidades y las situaciones de comunicación en la que se producen.
2. Comprender los mensajes contenidos en los textos mediante la puesta en práctica de diferentes técnicas de comprensión y el uso de las fichas de trabajo para la recopilación, análisis e interpretación de la información.
3. Ejercitar la capacidad de síntesis a partir de la lectura de diferentes tipos de textos.

Objetivo 3. Producir textos coherentes y cohesionados, considerando la corrección gramatical y el manejo de la acentuación y la puntuación en sus construcciones lingüísticas.

1. Utilizar la oración gramatical como mensaje lingüístico en los diferentes intercambios comunicativos en los que participa.
2. Aplicar las reglas ortográficas, los signos de puntuación y los elementos morfosintácticos y léxico - semánticos para redactar textos con estilo personal
3. Reconocer la estructura de los diferentes tipos de textos con el fin de predecir sus contenidos y poder ubicar las informaciones más importantes.
4. Redactar textos informativos, argumentativos y descriptivos

Objetivo 4. Desarrollar el hábito de la lectura hasta convertirlo en el mejor instrumento de auto-educación.

1. Disfrutar de las obras literarias breves a través de su lectura y de comentarios que contribuyan a ampliar las competencias lingüísticas
2. Reconocer los géneros literarios.
3. Aplicar estrategias de lectura que ayuden a comprender, analizar, sintetizar y evaluar diferentes textos.
4. Producir e interpretar textos literarios, orales y escritos, con la actitud crítica y creativa que le permita valorar las obras relevantes de la tradición literaria.

Objetivo 5. Analizar con juicio crítico los productos que ofrece la tecnología, aplicándolos de manera racional en la resolución de sus necesidades específicas para mejorar la calidad de vida propia y la de su entorno.

1. Utilizar los adelantos tecnológicos como medios para el tratamiento automático de la información.
2. Aplicar la tecnología en situaciones de aprendizaje para la complementación y presentación de mensajes.
3. Analizar, con actitud crítica y reflexiva, los efectos que los mensajes transmitidos por los medios de comunicación de masas producen en la sociedad.

Balboa Academy
Spanish Standards and Benchmarks
Level III: Grades 6-8

Standard 1. Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information (Speaking)

1. Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs)
2. Uses the target language to plan events and activities with others (e.g., using authentic schedules, budgets)
6. Gives and follows oral and written directions in the target language (e.g., for travel, for other tasks, for a recipe, for a word maze)
8. Uses verbal and written exchanges to express opinions in the target language (e.g., concerning current events, about topics of personal or community interest)

Standard 2. Understands and interprets written and spoken language on diverse topics from diverse media (Reading)

2. Understands the content of ability-appropriate primary sources on familiar topics (e.g., personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)
3. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)
5. Understands various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands)
6. Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts

7. Understands the main ideas, themes, principal characters, and significant details of ability-appropriate authentic literature (e.g., narratives, shorts stories, poems, plays)

Standard 3. Presents information, concepts and ideas to an audience of listeners or readers on a variety of topics (Writing)

1. Presents information in the target language on topics of shared personal interest in one's daily life at home or school (e.g., brief reports to the class, tape or video recorded messages)
2. Presents cultural and literary works in the target language that are appropriate at this developmental level (e.g., presents short plays and skits, recites selected poems and anecdotes, performs songs)
3. Writes in the target language in a variety of formats (e.g., notes, short letters, e-mail, business letters, thank you letters, descriptions, narrations, personal essays, poems, short stories)
5. Summarizes the plot and provides brief descriptions of characters in selected poems, short stories, folk tales, and anecdotes
6. Uses repetition, rephrasing, and gestures effectively to assist in presenting oral reports or presentations
7. Uses language conventions and style (e.g., complex grammatical structures, slang, humor, idioms, small talk, polite forms and status indicators, vernacular dialects, content area vocabulary) appropriate to different audiences and settings (e.g., formal, informal, social, academic, ceremonial)

Standard 4. Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (Culture)

1. Knows various age-appropriate cultural activities practiced in the target culture (e.g., adolescents' games such as card games, board games, and outdoor games; sports-related activities; music; television)
2. Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings)

5. Knows a variety of age-appropriate expressive forms of the culture (e.g., popular music and dance; appropriate authentic texts, such as children's magazines, comic books, children's literature, folktales; the use of color; common or everyday artwork such as designs typical of the culture's clothing, pottery, ceramics, paintings, architectural structures) and how these expressive forms compare with those of the native culture
7. Understands the general relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) in the target and native cultures
10. Knows historical and cultural figures from the target culture
11. Knows chronological order and significance of important historical events in the target culture
12. Knows the location(s) and major geographic features of countries where the target language is/was used

Balboa Academy
Physical Education Standards and Benchmarks
Level III: Grades 5-8

Standard 1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activity.

1. Demonstrate basic offensive and defensive skills and strategies in team physical activities.
2. Apply locomotors, non-locomotors and manipulative skills to team physical activities.
3. Throw an object accurately and with applied force, using the underhand, overhand and sidearm movement throw pattern.
4. Combine relationships, levels, speed, direction and pathways in complex individual and group physical activities

Standard 2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

1. Provide feedback to a partner to assist in developing and improving movement skills
2. Identify practices and procedures necessary for safe participation in physical activity.
3. Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
4. Develop and teach a team game that uses elements of designated offense, defensive space, a penalty system and a scoring system.

Standard 3. Students will participate regularly in physical activity.

1. Participate in moderate physical activity a minimum of four days a week.
2. Participate in Physical Education Class
3. Assess periodically the attainment or progress towards personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
4. Define the importance of daily physical activity.

Standard 4. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.

1. Engage in physical activity to achieve social interaction.
2. Identify and define the role of each participant in a cooperative physical activity
3. Resolve conflicts and accepts decisions of judgment in socially accepted ways.
4. Understands proper attitude towards both winning and losing.

Balboa Academy
Visual Arts Standards and Benchmarks
Level III: Grades 6-8

Standard 1. Understands and applies media, techniques, and processes related to the visual arts.

1. Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas
2. Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas

Standard 2. Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

1. Knows some of the effects of various visual structures (e.g., design elements such as line, color, shape; principles such as repetition, rhythm, balance) and functions of art
2. Understands what makes various organizational structures effective (or ineffective) in the communication of ideas
3. Knows how the qualities of structures and functions of art are used to improve communication of one's ideas

Standard 3. Knows a range of subject matter, symbols, and potential ideas in the visual arts

1. Knows how visual, spatial, and temporal concepts integrate with content to communicate intended meaning in one's artworks
2. Knows different subjects, themes, and symbols (through context, value, and aesthetics) which convey intended meaning in artworks

Standard 4. Understands the visual arts in relation to history and cultures

1. Understands similarities and differences among the characteristics of artworks from various eras and cultures (e.g., materials; visual, spatial, and temporal structures)
2. Understands the historical and cultural contexts of a variety of art objects

3. Understands how factors of time and place (e.g., climate, resources, ideas, technology) influence visual, spatial, or temporal characteristics that give meaning or function to a work of art

Standard 5. Understands the characteristics and merits of one's own artwork and the artwork of others

1. Distinguishes among multiple purposes for creating works of art
2. Understands possible contemporary and historic meanings in specific artworks
3. Understands how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses

Balboa Academy
Music Standards and Benchmarks
Level III: Grades 7 and 8

Standard 1. Students should be able to communicate, create, and perform at basic level in music and to communicate proficiently in this art.

1. Students perform easy music representing diverse genres and cultures on at least one instrument accurately and independently, and perform with good posture, good playing position, and good breath, bow, or stick control.
2. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, $\frac{3}{4}$, 4/4, 6/8, 3/8 and alla breve meter signatures, read at sight simple melodies in both the treble and bass clefs, and use standard notation to record their musical ideas and the musical ideas of others.
3. Students sing easy music representing diverse genres and cultures in two and three parts, accurately and with good breath control.

Standard 2. Students should have an informed acquaintance with exemplary works of music from a variety of cultures and historical periods, and a basic understanding of cultural influences and historical development in music.

1. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, and compare in several functions of the world, the functions music serves, the roles of musicians, and the conditions under which music is typically performed.

Standard 3. Students should be able to develop and present basic analysis of music works from structural, historical and cultural perspectives, and from combinations of those perspectives.

1. Students describe specific music events in a given aural example, using appropriate terminology, and demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music.

Standard 4. Students should be able to relate various types of music knowledge and skills within and across the arts disciplines, and make connections between the arts, other subjects, and life.

1. Students compare in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art, and describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Balboa Academy
Technology Standards and Benchmarks
Level III: Grades 6-8

Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.

Basic Operations

- 1.1 Use features of a computer operating system (e.g., determine available space on local storage devices and remote storage resources, access the size and format of files, identify the version of an application).
- 1.2 Identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g., "frozen screen").
- 1.3 Independently operate peripheral equipment (e.g., scanner, digital camera, camcorder), if available.
- 1.4 Identify and use a variety of storage media (e.g., CDs, DVDs, flash drives, school servers, and online storage spaces), and provide a rationale for using a certain medium for a specific purpose.
- 1.5 Demonstrate keyboarding skills between 25-30 wpm with fewer than 5 errors. (For students with disabilities, demonstrate alternate input techniques as appropriate.)

Word Processing/Desktop Publishing

- 1.6 Demonstrate use of intermediate features in word processing applications (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables).
- 1.7 Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML).

Database

- 1.8 Describe the structure and function of a database, using related terms appropriately.
- 1.9 Create a simple database, defining field formats and adding new records.
- 1.10 Perform simple operations in a database (i.e., browse, sort, filter, search on selected criteria, delete data, enter data).
- 1.11 Plan and develop database reports to organize and display information.

Spreadsheet

- 1.12 Describe the use of spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings.
- 1.13 Create an original spreadsheet, using formulas.
- 1.14 Use various number formats (e.g., scientific notation, percentages, exponents) as appropriate.
- 1.15 Produce simple charts and graphs from a spreadsheet.
- 1.16 Distinguish among different types of charts and graphs, and choose the most appropriate type to represent given data.
- 1.17 Apply advanced formatting features to customize tables, charts, and graphs.

Internet, Networking, and Online Communication

- 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).
- 1.19 Identify probable types and locations of Web sites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).
- 1.20 Explain and correctly use terms related to networks (e.g., LANs, WANs, servers, and routers) and Internet connectivity (e.g., DSL, T1, T3).
- 1.21 Explain and correctly use terms related to online learning (e.g., IP address, post, thread, Intranet, discussion forum, drop box, account, password).
- 1.22 Explain that some Web sites require the use of plug-ins and specific browser versions to access content.
- 1.23 Use e-mail functions and features (e.g., replying, forwarding, attachments, subject lines, signature, and address book.) The use of e-mail is at the school district's discretion and may be a class-wide activity if students do not have individual accounts.

Multimedia

- 1.24 Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).
- 1.25 Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.

Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.

Ethics

- 2.1 Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.
- 2.2 Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.
- 2.3 Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.
- 2.4 Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).

Society

- 2.5 Identify and discuss the technology proficiencies needed in the workplace, as well as ways to prepare to meet these demands.
- 2.6 Identify and describe the effect technological changes have had on society.
- 2.7 Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.
- 2.8 Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.
- 2.9 Give examples of hardware and applications that enable people with disabilities to use technology.

Health and Safety

- 2.10 Explain the potential risks associated with the use of networked digital information (e.g., Internet, mobile phones, wireless, LANs).
- 2.11 Provide examples of safe and unsafe practices for sharing personal information via e-mail and the Internet.
- 2.12 Explain why computers, networks, and information need to be protected from viruses, intrusion, and vandalism.
- 2.13 Explain terms associated with the safe, effective, and efficient use of telecommunications/Internet (e.g., password, firewalls, spam, security, Acceptable Use Policy).
- 2.14 Describe how cyber bullying can be blocked.

Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

Research

- 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects.
- 3.2 Collect, organize, and analyze digital information from a variety of sources, with attribution.
- 3.3 Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to collect, analyze, and present information for curriculum assignments.

Problem Solving

- 3.4 Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.
- 3.5 Use and modify databases and spreadsheets to analyze data and propose solutions.
- 3.6 Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects.

Communication

- 3.7 Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.
- 3.8 Identify differences between various media and explain issues associated with repurposing information from one medium to another (e.g., from print to the Web).
- 3.9 Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).

Balboa Academy
Health Standards and Benchmarks
Level III: Grades 6-8

Standard 14. Knows the availability and effective use of health services, products, and information

1. Knows community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, Diabetes Association)

Standard 15. Knows environmental and external factors that affect individual and community health

1. Understands how various messages from the media, peers, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options)
2. Understands how peer relationships affect health (e.g., name-calling, prejudice, exclusiveness, discrimination, risk-taking behaviors)

Standard 16. Understands the relationship of family health to individual health

1. Knows strategies that improve or maintain family health (e.g., how one's personal behavior can affect the behavior and feelings of other family members)
2. Understands the development of adolescent independence

Standard 17. Knows how to maintain mental and emotional health

1. Knows strategies to manage stress and feelings caused by disappointment, separation, or loss (e.g., talking over problems with others, understanding that feelings of isolation and depression will pass, examining the situation leading to the feelings)
2. Knows characteristics and conditions associated with positive self-esteem
3. Knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication)
4. Understands the difference between safe and risky or harmful behaviors in relationships
5. Knows techniques for seeking help and support through appropriate resources

Standard 19. Understands essential concepts about nutrition and diet

1. Understands how eating properly can help to reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition)
2. Knows appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research
3. Knows eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia)
4. Knows the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperatures)

Standard 20. Knows how to maintain and promote personal health

1. Knows how positive health practices and appropriate health care can help to reduce health risks (e.g., good personal hygiene, health screenings, self-examinations)
2. Knows strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices)
3. Understands how changing information, abilities, priorities, and responsibilities influence personal health goal
4. Knows how health is influenced by the interaction of body systems

Standard 21. Knows essential concepts about the prevention and control of disease

1. Understands how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems

Standard 22. Understands aspects of substance use and abuse

1. Knows conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritability, substance abuse in family, low frustration tolerance)
2. Knows factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial)
3. Knows the short- and long-term consequences of the use of alcohol, tobacco, and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, loss of friends)

4. Knows public policy approaches to substance abuse control and prevention (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of alcohol consumption at sporting events)
5. Knows community resources that are available to assist people with alcohol, tobacco, and other drug problems

Standard 23. Understands the fundamental concepts of growth and development

1. Understands how the human body changes as people age (e.g., muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, senses become less acute)
2. Knows the similarities and differences between male and female sexuality
3. Understands the processes of conception, prenatal development, and birth
4. Knows strategies for coping with concerns and stress related to the changes that occur during adolescence