Standards & "I Can…" Statements - GRADE 7

ELA	Standard	"I Can…"	Academic Vocab
	Reading: Literature		
	7.RL.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	➢ I can identify inferences from a text. ➢ I can identify explicit information from a text. ➢ I can recognize credible resources/sources. ➢ I can analyze what a text says explicitly. ➢ I can formulate inferences from textual material. ➢ I can cite resources that support analysis of a text.	
	7.RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	➢ I can identify main idea and supporting details in a text. ➢ I can identify a theme of a text. ➢ I can objectively summarize an article or story.	
	7.RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	➢ I can describe elements of a story or drama. ➢ I can identify changes in elements of a story or drama. ➢ I can identify interactions between elements. ➢ I can analyze how a change in one element shapes another. ➢ I can analyze how elements of a story or drama interact.	
	7.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on	➢ I can identify words and phrases in a text. ➢ I can identify figurative words and phrases in a text. ➢ I can identify connotative words and phrases	

	a specific verse or stanza of a poem or section of a story or drama.	in a text. ➢ I can identify examples of rhymes and other repetitions of sound, including alliteration, on a specific verse or stanza of a poem section of a story or drama. ➢ I can interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text. ➢ I can analyze the impact of rhymes and other repetitions of sound, including alliteration, on a specific verse or stanza of a poem section of a story or drama.	
	7.RL.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	➢ I can identify the poetic elements that contribute to form/structure. ➢ I can identify the form/structure of various types of poetry and drama. ➢ I can explain the meaning of a poem. ➢ I can analyze the structure of a drama or poem. ➢ I can analyze the meaning of a drama or poem. ➢ I can analyze the relationship between the poem/drama's form and structure	
	7.RL.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	➢ I can define analysis. ➢ I can identify strategies author's use to contrast points of view of different characters or narrators. ➢ I can cite details or examples in a text where the author develops the point of view of various characters or narrators. ➢ I can compare and contrast points of view of different characters or narrators.	

		➢ I can analyze points of view of different characters or narrators as developed by the author. ➢ I can analyze how the author contrasts different points of view in a single text.	
	7.RL.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	➢ I can identify various mediums. ➢ I can recognize multimedia versions, film and stage. ➢ I can analyze the effects of various medium techniques on written text, to include stories, dramas, poems. ➢ I can analyze the effects of various medium techniques on audio, film, stage and multimedia. ➢ I can determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia).	
	7.RL.8. (Not applicable to literature)		
	7.RL.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	➢ I can identify a time, place or character (person) that is portrayed in an historical account or a fictional work. ➢ I can compare and contrast historical portrayal of a time, place or character (person) in an historical account to how each are portrayed or altered in a literary work.	
	7.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	➢ I can identify/ understand in literary text, key ideas and details, craft and structure and integration of knowledge and ideas at appropriate complexity. ➢ I can comprehend independently in literary text, key ideas and details, craft and structure	

		and integration of knowledge and ideas at appropriate complexity.	
	Reading: Informational Text		
	7.RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	➢ I can identify inferences from a text. ➢ I can identify explicit information from a text. ➢ I can recognize credible resources/sources. ➢ I can analyze several pieces of text to determine what it explicitly says. ➢ I can formulate inferences from textual material. ➢ I can cite resources that support analysis of a text	
	7.RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	➢ I can identify two or more central ideas of a text. ➢ I can define and recognize an objective summary. ➢ I can analyze the development of two or more central ideas over the course of a text. ➢ I can provide an objective summary of the text	
	7.RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	➢ I can identify key ideas about individuals, events, and ideas stated in text. ➢ I can analyze the interactions between individuals, events, and ideas in a text. ➢ I can discuss how ideas influence events or how individuals influence ideas or events.	
	7.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	➢ I can identify words and phrases in a text. ➢ I can identify figurative words and phrases in a text. ➢ I can identify connotative words and phrases in a text.	

		➢ I can identify technical words and phrases in a text. ➢ I can identify tone in text. ➢ I can determine the meanings of words and phrases, including the figurative, connotative and technical meanings of words and phrases as they are used in a text. ➢ I can analyze how meaning and tone are impacted by specific word choice	
	7.RI.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	➢ I can determine the text structure (e.g., chronology, comparison, cause/effect, problem/solution) the author uses to organize a text. ➢ I can determine how major sections of text contribute to the main idea or to the development of the main idea. ➢ I can analyze how major sentences, paragraphs, chapters or sections contribute to the main idea of the text or to the development of the main idea.	
	7.RI.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	➢ I can determine the author's point of view or purpose of a text. ➢ I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text. ➢ I can explain how the author conveys his/her point of view throughout the text. ➢ I can compare and contrast the author's point of view from others mentioned or implied in the text. ➢ I can support your analysis with examples from the text.	

	7.RI.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	➢ I can recognize characteristics of audio, video and multimedia versions of a text. ➢ I can describe similarities of various media portrayals of subjects (texts, audio, video, multimedia). ➢ I can describe differences of various media portrayals of subjects (texts, audio, video, multimedia). ➢ I can analyze how the audio, video and multimedia versions of various texts portray the subject (e.g., how the delivery of a speech affects the impact of the words).	
	7.RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	➢ I can define relevant evidence. ➢ I can define sufficient evidence. ➢ I can define sound reasoning. ➢ I can identify argument and claims in a text. ➢ I can trace the argument and specific claims in a text. ➢ I can assess relevance of evidence for specific claims in a text. ➢ I can assess sufficiency of evidence for specific claims in a text. ➢ I can assess soundness of the reasoning in a text. ➢ I can evaluate the argument and specific claims in a text.	
	7.RI.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	➢ I can identify key information from two or more texts by different authors emphasizing different evidence or recognizing the development of different interpretations of facts. ➢ I can analyze how two or more texts by	

		different authors shape their ideas by emphasizing different evidence or recognizing the development of different interpretations of facts.	
	7.RI.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	➢ I can read and comprehend informational text at grade level.	
	Writing		
	7.W.1. Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented.	➢ I can identify and define alternate and opposing claims. ➢ I can identify and define evidence. ➢ I can determine how to introduce claims and acknowledge alternate or opposing claims. ➢ I can organize reasons and evidence logically. ➢ I can produce an argument to support claims, which introduces claims, acknowledges opposing or alternate claims and is logically organized. ➢ I can identify accurate, credible sources. ➢ I can produce an argument to support claims, which supports claims with logical reasoning and relevant evidence and cites credible and accurate sources of information. ➢ I can produce an argument to support claims, which uses words, phrases, and clauses to create cohesion and clarify relationships. ➢ I can produce an argument to support claims, which establishes and maintains a formal style. ➢ I can produce an argument to support claims,	

		which provides an appropriate concluding statement that follows from and supports the argument presented.	
	7.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	➢ I can identify a topic. ➢ I can identify and recognize definition. ➢ I can identify and recognize classification. ➢ I can identify and recognize comparison/contrast. ➢ I can identify and recognize cause/effect. ➢ I can identify and recognize strategies. ➢ I can identify and recognize text features (graphics, charts, tables, multimedia). ➢ I can introduce, preview, and develop a topic with relevant fact, definitions, concrete details, quotations, other information and examples. ➢ I can use appropriate transitions to clarify the relationships among ideas and concepts and create cohesion. ➢ I can use precise language and domain-specific vocabulary to inform or explain the text. ➢ I can establish and maintain a formal style. ➢ I can provide a supportive, concluding statement or section that follows from the information or explanation presented.	
	7.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event	➢ I can define point of view. ➢ I can identify various points of view in a narrative.	

	sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.	➢ I can use a variety of techniques to engage the reader and establish context and point and view. ➢ I can write a narrative to develop real or imagined experiences or events that engages the reader or establishes a context and point of view. ➢ I can write a narrative to develop real or imagined experiences or events that use techniques such as dialogue, pacing and description to develop experiences, events, characters. ➢ I can write a narrative to develop real or imagined experiences or events that use a variety of transitions to convey sequence and signal shifts. ➢ I can write a narrative to develop real or imagined experiences or events that use appropriate precise, descriptive sensory language. ➢ I can write a narrative to develop real or imagined experiences or events that leads to a reflective conclusion.	
	7.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	➢ I can analyze the reason for writing a piece to decide on task, purpose, and audience. ➢ I can determine suitable idea development strategies, organization and style appropriate to task purpose and audience.	
	7.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and	➢ With some guidance and support from peers and adults, I can develop and strengthen writing by planning, revising, editing, rewriting and trying a new approach.	

	audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7)	➢ I can determine how well the focus of audience and purpose have been addressed.	
	7.W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	➢ I can use technology, including the Internet to produce, revise, edit and publish writing. ➢ I can use technology to link to and cite sources. ➢ I can use technology to interact and collaborate with others for an intended purpose.	
	7.W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	➢ I can apply several sources to conduct short research projects that answer a question ➢ I can generate additional questions for further research and investigation.	
	7.W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	➢ I can use effective search terms. ➢ I can recognize standard formats for citations, credibility and accuracy. ➢ I can follow standard citation format. ➢ I can assess the credibility and accuracy of sources. ➢ I can quote or paraphrase the data and conclusions of others avoiding plagiarism.	
	7.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a) Apply *grade 7 Reading standards* to literature. b) Apply *grade 7 Reading standards* to literary nonfiction.	➢ I can identify key ideas and details which provide evidence to support conclusions about the text accessed through research.	
	6.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and	➢ I can write for various audiences, purposes and tasks within an extended time frame (time	

	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	for research, reflection and revision).	
	Speaking & Listening		
	7.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others and, when warranted, modify their own views.	➢ I can participate in productive discussions about what I read. ➢ I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 7 topics and texts. ➢ I can respond to questions and comments with relevant details, bringing discussion back on topic as needed. ➢ I can acknowledge new information posed and respond to change viewpoints as needed. ➢ I can follow rules for discussion.	
	7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	➢ I can identify main details and supporting details that contribute to the topic, text or issue of study of various media formats.	

	7.SL.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	➢ I can define and identify sound reasoning. ➢ I can define and identify argument. ➢ I can define and identify reasons. ➢ I can define and identify relevant evidence. ➢ I can define and identify claims.	
	7.SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	➢ I can present claims and findings. ➢ I can emphasize important points. ➢ I can present information in a focused, coherent manner, including pertinent descriptions, facts, details and examples. ➢ I can demonstrate appropriate eye contact, adequate volume and clear pronunciation.	
	7.SL.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	➢ I can use multimedia components/visual displays in a presentation to clarify claims and findings. ➢ I can use multimedia components/visual displays in a presentation to emphasize important points.	
	7.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3).	➢ I can determine if formal or informal speech is appropriate in the context of a given situation. ➢ I can adapt speech to a given context or task when speaking. ➢ I can demonstrate correct use of formal, standard English when speaking.	
	Language		
	7.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of phrases and clauses in general and their function in specific	➢ I can explain the use of phrases and clauses in specific sentences. ➢ I can demonstrate correct usage of conventions of standard English grammar when speaking.	

	sentences. b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	➢ I can demonstrate correct usage of the conventions of standard English grammar when writing. ➢ I can identify compound-complex sentences, simple sentences, compound sentences, and complex sentences. ➢ I can demonstrate correct usage of the conventions of standard English grammar when writing.	
	7.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use a comma to separate coordinate adjectives. b) Spell correctly.	➢ I can write using correct English capitalization, punctuation, and spelling. ➢ I can use commas, parentheses, and dashes correctly. ➢ I can spell correctly.	
	7.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	➢ I can recognize the conventions of language for writing, speaking, reading and listening. ➢ I can recognize precise language. ➢ I can recognize concise language. ➢ I can apply knowledge of language and its conventions when writing, reading and listening. ➢ I can use precise and concise language in order to eliminate wordiness and redundancy when writing.	
	7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a) Use context. b) Use common, grade-appropriate Greek or	➢ I can use context clues when finding the meaning of a word or phrase. ➢ I can use Greek or Latin roots or affixes to find the meaning of a word. ➢ I can use reference materials to find out how to say a word and its meaning.	

	Latin affixes and roots as clues to the meaning of a word. c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase.	➢ I can verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary.	
	7.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions).	➢ I can interpret figures of speech in context. ➢ I can use cause/effect, part to whole, item /category relationships to understand word meanings. ➢ I can tell the difference between a word's connotations (feeling) with its actual definition.	
	7.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	➢ I can use grade level vocabulary appropriately.	

SOCIAL	**Standard**	**"I Can…"**	**Academic Vocab**

STUDIES	Strand: History		
	7.H.1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.	➢ I can describe historical events from the point of view of someone living during that time period without comparing modern life to ancient times.	
	7.H.2. The civilizations that developed in Greece had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history.	➢ I can explain how the government and law, engineering and technology, and art and architecture of Greece influenced future civilizations.	
	7.H.3. Germanic invasions helped break up the Roman Empire and set the stage for the development of feudal and manorial systems.	➢ I can explain how the Germanic Invasions led to the fall of the Roman Government. ➢ I can explain how the lack of a centralized government, like Rome's government, led to the growth of the feudal and manorial systems of government during the Middle Ages. ➢ I can describe how the Germanic invasions broke up the Roman Empire.	
	7.H.4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.	➢ I can explain how the Mongol influence led to unified states in China and Korea and how their failure to conquer Japan allowed a feudal system to persist. ➢ I can explain the roles of individuals living in a feudal society. ➢ I can explain how the monarch (king) influenced the feudal society through the loyalty of the lords.	
	7.H.5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the	➢ I can identify how the Islamic civilization impacted the rebirth of ideas that led to the European Renaissance.	

	Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.		
	7.H.6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.	➢ I can identify the cultural, scientific, and social changes during the European Renaissance.	
	7.H.7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.	➢ I can explain how the changes in religion led the Roman Catholic Church to decline in political power and influence on society.	
	7.H.8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.	➢ I can describe how empires in Asia (China) grew as commercial and cultural centers along trade routes. ➢ I can explain how the Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman,Mughal and China) grew as commercial and cultural centers along trade routes.	
	7.H.9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	➢ I can explain how the advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the societies that received slaves.	
	7.H.12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.	➢ I can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.	
	Strand: Geography		

	7.G.12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.	➢ I can demonstrate how maps show trade routes, transportation networks, and population from past to present. ➢ I can demonstrate how geography and resources determine where people settle from past to present.	
	7.G.13. Geographic factors promote or impede the movement of people, products and ideas.	➢ I can identify geographical features (landforms) that allow for the movement of people, products, and ideas. ➢ I can identify geographical features that delay the movement of people, products, and ideas.	
	7.G.14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.	➢ I can explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. ➢ I can identify how improvements in transportation, communication and technology have led to cultures blending throughout the world.	
	7.G.15. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.	➢ I can identify how trade routes have led to the spread of technology and major religions.	
	7.G.16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	➢ I can demonstrate how individuals and groups can be influenced by cultural, ethnic, religious, and/or geographical concepts.	
	Strand: Government		
	7.Gov.16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	➢ I can demonstrate how individuals and groups can be influenced by cultural, ethnic, religious, and/or geographical concepts. ➢ I can explain how cultural, ethnic, and religious	

		concepts have influenced modern ways of life.	
	7.Gov.17. Greek democracy was a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.	➢ I can explain how the government of Greece influenced modern day governments such as the United States.	
	Strand: Economic		
	7.E.19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	➢ I can determine if the cost to make a product is worth the asking purchase price.	
	7.E.20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	➢ I can explain how different resources led to the production of specific goods between regions.	

MATH	**Standard**	**"I Can…"**	**Academic Vocab**
	Ratios & Proportional Relationships – *Understand ratio concepts and use ratio reasoning to solve problems.*		
	7.RPA.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	➢ I can compute unit rates of quantities associated with ratios of fractions (length, area, & other quantities).	
	7.RPA.2. Recognize and represent proportional relationships between quantities. a) Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the	➢ I can compare two ratios in a proportion. ➢ I can determine whether two quantities are in a proportional relationship by testing for equivalent ratios by graphing on a coordinate plane. ➢ I can determine whether two quantities are in	

	graph is a straight line through the origin. b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c) Represent proportional relationships by equations. d) Explain what a point (*x*, *y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where r is the unit rate.	a proportional relationship by testing for equivalent ratios in a table. ➢ I can determine whether two quantities are in a proportional relationship by testing for equivalent ratios by graphing on a coordinate plane. ➢ I can identify a constant relationship of unit rates in tables, graphs, and equations.	
	6.RPA.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 3A. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. 3B. Solve unit rate problems including those involving unit pricing and constant speed. 3C. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. 3D. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	➢ I can create and use tables of equivalent ratios. ➢ I can plot pairs of values on the coordinate plane. ➢ I can solve unit rate problems. ➢ I can write a percent. ➢ I can find the percent of a number. ➢ I can find the whole when given both the part and the percent. ➢ I can change measurement units appropriately when multiplying or dividing.	
	6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction	➢ I can compute and solve word problems involving division of fractions.	

	models and equations to represent the problem.		
	6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	➢ I can fluently divide multi-digit numbers using the standard algorithm.	
	6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	➢ I can fluently add multi-digit decimals using the standard algorithm for each operation. ➢ I can fluently subtract multi-digit decimals using the standard algorithm for each operation. ➢ I can fluently multiply multi-digit decimals using the standard algorithm for each operation. ➢ I can fluently divide multi-digit decimals using the standard algorithm for each operation.	
	6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	➢ I can find the greatest common factor for numbers less than or equal to 100. ➢ I can find the least common multiple of two whole numbers less than or equal to 12. ➢ I can use the Distributive property to factor out the greatest common factor from an addition expression with two whole numbers.	
	6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	➢ I can understand and use positive and negative numbers to represent quantities in real-world situations.	

	6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	➢ I can name the opposites of numbers. ➢ I can name the opposites of numbers. ➢ I can find and position integers on a number line and a coordinate plane.	
	6.NS.C.7. Understand ordering and absolute value of rational numbers.	➢ I can find the position of numbers or variables on a number line when given an inequality. ➢ I can write, interpret, and explain an inequality using integers in real world situations (using a number line model). ➢ I understand absolute value as a distance from zero in real-world situations. ➢ I can compare absolute values of positives and negatives to determine which number is farther from zero.	
	6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	➢ I can solve real-world and mathematical problems by graphing coordinate pairs on a 4 quadrant coordinate plane and use absolute value to find the distance between two points on the same X or Y axis.	
	6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	➢ I can write and evaluate expressions involving exponents.	
	6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.	➢ I can write an expression with variables. ➢ I can identify the operations of an expression and explain that a quantity (parenthesis) is both a number by itself and two numbers with an operation. ➢ I can evaluate an expression/equation using	

		order of operations when given the value of the variable.	
	6.EE.A.3. Apply the properties of operations to generate equivalent expressions.	➢ I can create an equivalent expression through the use of properties of operations such as the commutative, associative, distributive properties and factoring.	
	6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	➢ I can determine if two expressions are equivalent using the distributive property, factoring, or substitution.	
	6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	➢ I can explain if a value from a set makes an inequality or equation true/false.	
	6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	➢ I can write an expression or equation using a variable that helps me solve a real-world problem.	
	6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	➢ I can solve real-world and mathematical problems by evaluating an expression or equation when the variable is a positive rational number.	
	6.EE.B.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities	➢ I can write an inequality about a real-world situation and recognize that it has infinite solutions.	

	of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	➢ I can graph that inequality on a number line.	
	6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	➢ I can write an equation involving dependent and independent variables and evaluate that equation.	
	6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	➢ I can find the area of triangles, quadrilaterals, and polygons by decomposing shapes to help me find the area in a real-world problem.	
	6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	➢ I can find the volume of right rectangular prisms expressed as a proper or improper fraction in various real-world and mathematical situations.	
	6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first	➢ I can draw polygons on a coordinate plane and use the coordinates to find the lengths of the side(s) to help me solve real world	

	coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	problems.	
	6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	➢ I can represent 3D shapes using nets and use the net to help find the surface area of the figure.	
	6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	➢ I can write a statistical question that has more than one right answer.	
	6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	➢ I can describe a set of data using its center (mode, median, or mean), its spread (range or M.A.D.), and its shape.	
	6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	➢ I can describe a measure of center and a measure of variation for a data set.	
	6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	➢ I can display data on a number line, dot plot (line plot), histogram, and box and whisker plot.	
	6.SP.B.5. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations, Describing the nature of the attribute under investigation, including how it was measured and its units of measurement, Giving quantitative measures of center (median and/or mean) and	➢ I can tell how many items are in a data set. ➢ I can describe how data was collected and in what unit of measure. ➢ I can find the median, mean, interquartile range, mean absolute deviation (average distance from the mean), and outliers in a set	

	variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered, and Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	of data. ➢ I can choose the measure of center that best describes the data based on the context in which it was gathered.	

SCIENCE	**Standard**	**"I Can…"**	**Academic Vocab**
	MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.	➢ I can create a model of an atom.	
	MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	➢ I can describe how synthetic materials come from natural resources. ➢ I can identify how synthetic materials impact society.	
	MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	➢ I can make a model that shows the changes particle motion for states of matter ➢ I can make a model that shows what happens when thermal energy is added or removed.	
	MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	➢ I can interpret data on properties of substances. ➢ I can analyze data of substances after a chemical reaction.	
	MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a	➢ I can create a model to show that the number of atoms in a mass is the same before and	

	chemical reaction and thus mass is conserved.	after a chemical reaction.	
	MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	➢ I can create a model to demonstrate how thermal energy is absorbed or released in a chemical reaction.	
	MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	➢ I can apply Newton's Third law to two colliding objects.	
	MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	➢ I can explain how an object's motion changes based on its force and mass.	
	MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	➢ I can ask questions to determine factors in electric and magnetic force strength.	
	MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	➢ I can make an argument, supported by evidence, to discuss gravitational interactions.	
	MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	➢ I can investigate evidence discussing forces between objects.	
	MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	➢ I can design a graphic to describe the relationship of kinetic energy to the mass and speed of an object.	
	MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance	➢ I can design a model to explain arrangement of objects, distances, and stored potential	

	changes, different amounts of potential energy are stored in the system.	energy.	
	MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	➢ I can design, construct, and test a device that will either minimize or maximize thermal energy transfer.	
	MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	➢ I can conduct experiments to find out more about the relationships among energy transfer, matter, mass, and kinetic energy of the particles as measured by the temperature of the sample.	
	MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	➢ I can develop and present arguments to demonstrate that when the kinetic energy of an object changes, energy is transferred to or from the object.	
	MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	➢ I can explain how the amplitude of a wave is related to the energy in a wave.	
	MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	➢ I can describe how waves are reflected, absorbed, and transmitted through materials.	
	MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	➢ I can use scientific information to support the argument that digitized signals are the most reliable way to encode and transmit information.	
	MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	➢ I can provide evidence that living things are made of cells. ➢ I can show that some things are made of one	

		cell while others are made of many different numbers and types of cells.	
	MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.	➢ I can construct a model of a cell that shows how all of the parts work together to help the cell function.	
	MS-LS1-3. Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	➢ I can describe the body as a system. ➢ I can explain the subsystems that work together so that the body can function. ➢ I can discuss the relationships between cells, tissues, and organs.	
	MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	➢ I can demonstrate how our senses answer to stimuli by sending messages to the brain causing quick reactions or storage as memories.	
	MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	➢ I can explain the role of photosynthesis in the cycle of matter and flow of energy in and out of organisms.	
	MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	➢ I can make a model to describe how food is rearranged through chemical reaction that supports growth and release of energy.	
	MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	➢ I can analyze data to give evidence for the effect of resource availability on organisms in an ecosystem.	
	MS-LS2-3.Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	➢ I can develop of a model to describe how matter and energy flow among living and nonliving parts of an ecosystem.	

	MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	➢ I can construct an argument, using scientific evidence, to explain that changes to physical or biological parts of an ecosystem affects population.	
	MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	➢ I can predict and explain patterns of interactions of organisms in multiple ecosystems.	
	MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	➢ I can design solutions for maintaining biodiversity in an ecosystem.	
	MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	➢ I can explain how some animal behaviors help them to successfully reproduce. ➢ I can explain how some plant structures allow plants to successfully reproduce. ➢ I can back up my explanations with facts.	
	MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	➢ I can explain how environmental factors affect the growth of organisms. ➢ I can explain how genetic factors affect the growth of organisms. ➢ I can back up my explanations with facts.	
	MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	➢ I can make and use a model to describe why genetic mutations affect proteins. ➢ I can explain why mutations may result in harmful, beneficial, or neutral effects to the organism.	
	MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	➢ I can explain why asexual reproduction results in offspring with identical genetic information. ➢ I can explain why sexual reproduction results in offspring with genetic variation. ➢ I can support my explanations with models.	

	MS-LS4-5. Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.	➢ I can gather information about technology that has changed the way humans can influence the inheritance of traits in organisms.	
	MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	➢ I can analyze data to draw conclusions about fossils that document existence, diversity and existence. ➢ I can analyze data to describe changes of life forms throughout Earth's history.	
	MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	➢ I can use scientific ideas to explain similarities and differences in anatomy between modern organisms and fossil organisms to infer evolutionary ideas.	
	MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	➢ I can analyze pictorial data to show patterns of similarities in embryo development across multiple species.	
	MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	➢ I can explain how genetic variations of traits increase probability of surviving and reproducing in a specific environment.	
	MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	➢ I can use math to support explanations of natural selection. ➢ I can explain how specific traits increase and decrease in populations over time.	
	MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and	➢ I can use the Earth-sun-moon system to describe lunar phases, eclipses of the sun and moon, and seasons.	

	seasons.		
	MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	➢ I can describe the role of gravity in the motions within galaxies and the solar system.	
	MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.	➢ I can use data to compare the properties of objects in the solar system.	
	MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	➢ I can explain how the geologic time scale is used to organize Earth's 4.6-billion-year-old-history.	
	MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	➢ I can discuss how plate motions and natural disasters have contributed to changes in Earth's surface.	
	MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	➢ I can use data from fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	
	MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	➢ I can describe the process of weathering and erosion on the Earth's surface.	
	MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	➢ I can describe the water cycle. ➢ I can explain the role of the energy from the sun and the force of gravity in the water cycle.	
	MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	➢ I can discuss the events that have led to uneven distributions of Earth's mineral, energy, and groundwater resources.	

	MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	➢ I can describe how the movement of air masses from region to region causes weather. ➢ I can describe how sudden weather can occur when different air masses collide.	
	MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	➢ I can use a model to demonstrate how the heating and rotation of Earth contributes to patterns that determine climates in different areas. ➢ I can describe the Coriolis effect.	
	MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	➢ I can discuss the different factors that have caused a rise in global temperatures over the past century.	
	MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	➢ I can use information that I have learned about natural disasters in the past to come up with ideas for limiting the potential destruction that they can cause in the future.	
	MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	➢ I can describe the impact that humans have on the environment. ➢ I can brainstorm ways that humans can limit water usage, land usage, and pollution. ➢ I can determine if these solutions are reasonable.	
	MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	➢ I can talk about the ways that the increases in the human population and the use of natural resources impact Earth's systems.	
	MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant	➢ I can develop a successful solution to a design problem using scientific principles. ➢ I can compare the pros and cons of my	

	scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	solution in order to determine if it is reasonable.	
	MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	➢ I can test my design solutions to determine whether or not they will solve the problem.	
	MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	➢ I can use the data gathered from tests to determine which design solution will best solve the problem.	
	MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	➢ I can develop a model of the design that can be tested and modified to create a successful prototype.	