



**PALM BEACH DAY ACADEMY**  
**Upper School - Grades 4-9**

# **Curriculum Guide**

## **2019-20**

## ENGLISH DEPARTMENT

The English language arts program at Palm Beach Day Academy asks students to engage with both challenging texts from the literary canon as well as work from new voices which offer differing perspectives on the world. Students are asked to read, write, speak, and think about literature and non-fiction writing at every level. Our program offers a strong focus on critical writing. Many focus skills overlap from one course to the next--by design--as students work to polish key skills such as synthesizing text evidence clearly into their own writing. As students progress from one grade to the next, the assignments become more challenging, and they interact with increasingly complex texts. Another area of focus is speaking and presenting: students are given numerous chances to present and speak on a variety of topics at each level, culminating in an eighth grade speech unit, and for those who elect to stay for grade 9, the creation of several full-length, polished TED-talk style presentations.

### 4th Grade Language Arts & Reading

#### Course Description

Fourth grade language arts focuses on developing reading fluency, deepening understanding of texts, and generating sufficient content and detail in writing. Students are expected to use text evidence to support their claims in writing and to practice and persevere in all steps of the writing process.

#### Essential Questions

- How does a foundational knowledge of grammar and mechanics improve one's ability to communicate clearly and effectively?
- How does the close reading of a piece of literature help the student appreciate, understand, and analyze a story?
- Why are the stages of the writing process and the traits of writing (word choice, mechanics, claim and support, sentence structure, organization, and development) essential to effective communication?

#### Assessments

- Homework
- Critical and creative writing assignments
- Quizzes
- Unit tests
- Projects

#### Focus Standards

1. Read with sufficient accuracy and fluency to support comprehension.
2. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.
3. Define, locate, and properly use all eight parts of speech.
4. Determine a theme or central idea of a text and how it is conveyed through particular details.
5. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
6. Close-read, understand, discuss, and write about fiction and non-fiction texts.
7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Course Planner

Unit 1: Short Stories from Open Court Reading Level 4 ~ Risks and Consequences - Unit concepts include: summarizing, deepening understanding of risk-taking, predicting/confirming, formulating/revising investigation questions, reading and responding to a variety of narrative genres

Unit 2: Novel Study - Wonder by R.J. Palaccio - Unit concepts include: characterization and character

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development, point of view, tone, style; friendship, empathy & kindness, rite of passage, figurative language; building vocabulary

Unit 3: Junior Great Books - Unit concepts include: asking clarifying questions, connecting prior knowledge to a story, recognizing multiple interpretations of a story, examining story evidence and peers' ideas, similes and metaphors, comparing and contrasting

Unit 4: Novel Study - Hoot by Carl Hiaasen - Unit concepts include: character development and plot elements, organizing thoughts on key issues, techniques of satire and irony, author's purpose, cause and effect, sequencing, researching and communicating ideas in persuasive letterform

Unit 5: Novel Study - Escape to the Everglades by Annelle Rigsby and Edwina Raffa - Unit concepts include: historical fiction, understanding cultural values, author's purpose, coming of age, descriptive paragraphs (show, not tell), sensory details,

WPP Online: Online Writing Practice Program

narrative writing, stimulus-based prompts, pre-writing exercises, story drafts, revisions, editing; score assesses student essays and provides feedback along each of six-trait, five-point rubric.

### Grammar

- The Sentence
- Subject/ Predicate; Nouns, Pronouns, Adjectives
- Verbs, Adverbs, Prepositions, Conjunctions, Interjections
- The Phrase and the Clause
- Complements; Agreement; Modifiers
- Punctuation: End Marks, Commas, Semicolons, Colons
- Spelling

### Textbooks/Resources

Glencoe Language Arts: Grammar and Composition Handbook

Warriner's Handbook Introductory Course

Wordly Wise 3000 Level 4

## 5th Grade English & Reading, Grade Level

### Course Description

Fifth grade language arts places a strong focus on understanding sentence structure through the study of grammar and mechanics. Reading fluency, comprehension, and vocabulary are areas of focus as well. Throughout the year, students have frequent opportunities to sharpen their speaking and presentation skills in grade 5 English.

### Essential Questions

- How does a foundational knowledge of grammar and mechanics improve one's ability to communicate clearly and effectively?
- How does a study of the elements of literature enhance the enjoyment of reading and the ability to express ideas?
- Why are the stages of the writing process and the traits of writing (word choice, mechanics, claim and support, sentence structure, organization, and development) essential to effective communication?

### Assessments

- Homework
- Critical and creative writing assignments
- Quizzes
- Unit tests
- Projects

- Close-read, understand, discuss, and write about fiction and non-fiction texts.
- Cite text evidence to support analysis of what the text says explicitly and make inferences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write routinely for short time frames as well as over a period of time (including research, reflection, feedback, and revision) for a range of discipline-specific tasks, purposes, and audiences.
- Recognize and control mechanical errors in writing.
- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- Define, locate, and properly use all eight parts of speech.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

### Course Planner

Unit 1: Novel Study - Hatchet, Gary Paulsen - Unit concepts include: story elements (plot, setting, character, and theme), point of view, problem solving, imagery, sensory language, character development

Unit 2: December Novel Study (choice of one of the four books) - The Crossroads, Chris Grabenstein, Island of the Blue Dolphins, Scott O'Dell, Savage Sam, Fred Gipson, SCAT, Carl Hiaasen

Unit 3: Mythology Unit - D'Aulaires' Book of Greek Myths, Ingri and Edgar Parin, Retold Classic Myths, Volumes 1, Michele Price and William Coleman, Jr., Retold Classic Myths, Volume 2, William Coleman, Jr. and Rebecca Spears Schwartz, Retold Classic Myths, Volume 3, Jim Uhls - Unit concepts include: learning how an ancient civilization has deeply influenced our culture, understanding references to mythology that appear throughout literature and art, including the following themes: honor, deceit, loyalty, and selfishness

Unit 4: Novel Study - Where the Red Fern Grows, Wilson Rawls

Unit concepts include: symbolism, imagery, allegory, setting, point of view, tone, foreshadowing, sequence, genre, and character development

### Grammar

- The Sentence
- Subjects / Predicate, Nouns, Pronouns, Adjectives
- Verbs, Adverbs, Prepositions, Conjunctions, Interjections
- Complements
- Phrases
- Clauses
- Agreement
- Modifiers
- Punctuation

### Textbooks/Resources

National Geographic Great Writing Level 1

Wordly Wise 3000 Book 5

## 5th Grade English & Reading, Accelerated

### Course Description

Fifth grade language arts places a strong focus on understanding sentence structure through the study of grammar and mechanics. Reading fluency, comprehension, and vocabulary are areas of focus as well. Throughout the year, students have frequent opportunities to sharpen their speaking and presentation skills in grade 5 English.

### Essential Questions

- How does a foundational knowledge of grammar and mechanics improve one’s ability to communicate clearly and effectively?
- How does a study of the elements of literature enhance the enjoyment of reading and the ability to express ideas?
- Why are the stages of the writing process and the traits of writing ( word choice, mechanics, claim and support, sentence structure, organization, and development) essential to effective communication?

### Assessments

- Homework
- Critical and creative writing assignments
- Quizzes
- Unit tests
- Projects

### Focus Standards

- Close-read, understand, discuss, and write about fiction and non-fiction texts.
- Cite text evidence to support analysis of what the text says explicitly and make inferences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write routinely for short time frames as well as over a period of time (including research, reflection, feedback, and revision) for a range of discipline-specific tasks, purposes, and audiences.
- Recognize and control mechanical errors in writing.
- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- Define, locate, and properly use all eight parts of speech.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

### Course Planner

Unit 1: Novel Study - Hatchet, Gary Paulsen - Unit concepts include: story elements (plot, setting, character, and theme), point of view, problem solving, imagery, sensory language, character development

Unit 2: December Novel Study (choice of one of the four books) - The Crossroads, Chris Grabenstein, Island of the Blue Dolphins, Scott O’Dell, Savage Sam, Fred Gipson, SCAT, Carl Hiaasen

Unit 3: Mythology Unit - D’Aulaires’ Book of Greek Myths, Ingri and Edgar Parin, Retold Classic Myths, Volumes 1, Michele Price and William Coleman, Jr., Retold Classic Myths, Volume 2, William Coleman, Jr. and Rebecca Spears Schwartz, Retold Classic Myths, Volume 3, Jim Uhls - Unit concepts include: learning how an ancient civilization has deeply influenced our culture, understanding references to mythology that appear throughout literature and art, including the following themes: honor, deceit, loyalty, and selfishness

Unit 4: Novel Study - Where the Red Fern Grows, Wilson Rawls - Unit concepts include: symbolism, imagery, allegory, setting, point of view, tone, foreshadowing, sequence, genre, and character development

### Grammar

- The Sentence
- Subjects / Predicate, Nouns, Pronouns, Adjectives
- Verbs, Adverbs, Prepositions, Conjunctions, Interjections
- Complements
- Phrases
- Clauses

- Agreement
- Modifiers
- Punctuation

### Textbooks/Resources

National Geographic Great Writing Level 1  
Sadlier Oxford Vocabulary Workshop Level A

### 5th Grade English and Reading, Honors

#### Course Description

Fifth grade language arts places a strong focus on understanding sentence structure through the study of grammar and mechanics. Reading fluency, comprehension, and vocabulary are areas of focus as well. Throughout the year, students have frequent opportunities to sharpen their speaking and presentation skills in grade 5 English. The honors level of this course challenges students to engage with more complex texts, and students are expected to show a high degree of progress and proficiency in their writing.

#### Essential Questions

- How does a foundational knowledge of grammar and mechanics improve one’s ability to communicate clearly and effectively?
- How does expanding one’s vocabulary enhance the enjoyment of reading and the ability to express ideas?
- How does the close reading of a piece of literature help one appreciate, understand, and analyze a story?

#### Assessments

- Homework
- Critical and creative writing assignments
- Quizzes
- Unit tests
- Projects

#### Focus Standards

- Define, locate, and properly use all eight parts of speech.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Close-read, understand, discuss, and write about fiction and non-fiction texts.
- Cite text evidence to support analysis of what the text says explicitly and make inferences.
- Recognize and control mechanical errors in writing.
- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

#### Course Planner

Unit 1: Short Stories - Prentice Hall Literature: Copper Unit concepts include: summarizing, deepening understanding of risk-taking, predicting/confirming, formulating/revising investigation questions, reading and responding to a variety of narrative genres

Unit 2: Novel Study - Light in the Forest, Conrad Richter - Unit concepts include: story elements (plot, setting, character, and theme), point of view, problem solving, imagery, character development, sensory language.

Unit 3: December Novel Study (choice of one of the four books) - The Crossroads, Chris Grabenstein, Island of the Blue Dolphins, Scott O’Dell, Savage Sam, Fred Gipson, SCAT, Carl Hiaasen

Unit 4: Mythology Unit - D’Aulaires’ Book of Greek Myths, Ingri and Edgar Parin, Retold Classic Myths,

Volumes 1, Michele Price and William Coleman, Jr., Retold Classic Myths, Volume 2, William Coleman, Jr. and Rebecca Spears Schwartz, Retold Classic Myths, Volume 3, Jim Uhls, Heroes, Gods and Monsters of the Greek Myths, Bernard Evslin

Unit 5: Novel Study - Incredible Journey, Sheila Burnford - Unit concepts include: story elements (plot, setting, character, and theme), point of view, problem solving, imagery, character development, sensory language, loyalty and courage.

### Grammar

- The Sentence
- Subjects / Predicate, Nouns, Pronouns, Adjectives
- Verbs, Adverbs, Prepositions, Conjunctions, Interjections
- Complements
- Phrases
- Clauses
- Agreement
- Modifiers
- Punctuation

### Textbooks/Resources

Warriner’s Handbook - Second Course John E. Warriner  
Vocabulary Workshop- Level B; Jerome Shostak

## 6th Grade English

### Course Description

In sixth grade English students continue to work on developing reading fluency. In writing, students practice selecting and using text evidence to support their ideas, as well as generating detail and providing clear context. Students continue to work on persevering through all steps of the writing process.

### Essential Questions

- How does a foundational knowledge of grammar and mechanics improve one’s ability to communicate clearly and effectively?
- How does a study of the elements of literature enhance the enjoyment of reading and the ability to express ideas?
- Why are the stages of the writing process and the traits of writing ( word choice, mechanics, claim and support, sentence structure, organization, and development) essential to effective communication?

### Assessments

- Homework
- Critical and creative writing assignments
- Quizzes
- Unit tests
- Projects

### Focus Standards

- Close-read, understand, discuss, and write about fiction and non-fiction texts.
- Cite text evidence to support analysis of what the text says explicitly and make inferences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write routinely for short time frames as well as over a period of time (including research, reflection, feed-

back, and revision) for a range of discipline-specific tasks, purposes, and audiences.

- Recognize and control mechanical errors in writing.
- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- Define, locate, and properly use all eight parts of speech.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

### Course Planner

Unit 1: Short Stories, including: The Landlady by Roald Dahl, Charles by Shirley Jackson, The Ransom of Red Chief by O. Henry, and The Most Dangerous Game by Richard Connell. Unit concepts include: summarizing, deepening understanding of risk-taking, various literary tools, point of view, tone, style, predicting/confirming, formulating/revising investigation questions, reading and responding to a variety of narrative genres, plot development

Unit 2: Novel Study - The Absolutely True Diary of a Part-Time Indian by Sherman Alexie - Unit concepts include: characterization and character development, various literary tools, point of view, tone, style; friendship, empathy & kindness, rite of passage, figurative language; building vocabulary, creating historical and current life connections.

Unit 3: Novel Study - The Outsiders by S.E. Hinton - Unit concepts include: characterization and character development, various literary tools, point of view, tone, style; friendship, empathy and kindness, rite of passage, figurative language; building vocabulary, creating historical and current life connections.

Unit 4: Novel Study - The Boy in the Striped Pajamas by John Boyne - Unit concepts include: characterization and character development, various literary tools, point of view, tone, style; friendship, empathy & kindness, rite of passage, figurative language; building vocabulary, creating historical and current life connections.

Unit 5: Written Expression-National Geographic Great Writing-Level 2 - Unit concepts include: essay format, persuasive, compare/contrast, expository, narrative, descriptive, and research.

### Grammar Units

- The Sentence
- Subject/ Predicate; Nouns, Pronouns, Adjectives
- Verbs, Adverbs, Prepositions, Conjunctions, Interjections
- The Phrase and the Clause
- Complements; Agreement; Modifiers
- Punctuation: End Marks, Commas, Semicolons, Colons

### Textbooks/Resources

National Geographic Great Writing Level 2  
Sadlier Oxford Vocabulary Workshop Level B

## 6th Grade English, Accelerated

### Course Description

In sixth grade English students continue to work on developing reading fluency. In writing, students practice selecting and using text evidence to support their ideas, as well as generating detail and providing clear context. Students continue to work on persevering through all steps of the writing process.

### Essential Questions

- How does a foundational knowledge of grammar and mechanics improve one’s ability to communicate

clearly and effectively?

- How does expanding one’s vocabulary enhance the enjoyment of reading and the ability to express ideas?
- How does a study of the elements of literature help one appreciate, understand, and analyze a story?
- How does the close reading of a piece of literature enhance one’s ability to empathize with others and understand life?
- Why are the stages of the writing process and the traits of writing (imagining the audience, writing self, and purpose) essential to communicating powerfully across genres?

**Assessments**

- Homework
- Critical and creative writing assignments
- Quizzes
- Unit tests
- Projects

**Focus Standards**

- Close-read, understand, discuss, and write about fiction and non-fiction texts.
- Cite text evidence to support analysis of what the text says explicitly and make inferences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write routinely for short time frames as well as over a period of time (including research, reflection, feedback, and revision) for a range of discipline-specific tasks, purposes, and audiences.
- Recognize and control mechanical errors in writing.
- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- Define, locate, and properly use all eight parts of speech.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**Course Planner**

Unit 1: Summer Reading - Unit Concepts: Annotating and other active reading strategies

Unit 2: The Boy in the Striped Pajamas - Unit Concepts: Role of parable/fable form, The Holocaust in Literature, Irony Complementary Writing Genre: Memoir

Unit 3: The Outsiders - Unit Concepts: Coming-of-age story, allusion, the Complementary Writing Genre: Parable/Fable

Unit 4: Roll of Thunder, Hear My Cry -Unit Concepts: Writing Genre: Book Review

**Grammar Units**

- Subjects & Predicates
- Phrases and Clauses
- Sentence Structure
- Sentence Purpose

**Textbooks/Resources**

National Geographic Great Writing Level 2

Sadlier Oxford Vocabulary Workshop Level B

**Course Description**

Sixth-grade honors English places a strong emphasis on understanding sentence structure through grammar. Students increase their reading fluency by engaging with challenging fiction texts.

**Essential Questions**

- Why is clear written communication important, and what specific elements of writing and practices help give our writing clarity and purpose?
- How do the writing process and the careful attention to essential traits of writing (organization, support, word choice, mechanics, sentence structure, and overall development) enhance written communication?
- How do writing and literature help you to learn about yourself?
- How do knowledge of grammar and the study of words enhance reading and communication?

**Assessments**

- Homework
- Writing assignments
- Quizzes
- Tests
- Projects

**Focus Standards**

- Close-read, understand, discuss, and write about fiction and non-fiction texts.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Recognize and control mechanical errors in writing.
- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- Define, locate, and properly use all eight parts of speech.

**Course Planner**

Novel Study:

Human Comedy-Saroyan

Little Women-Alcott

Great Expectations-Dickens

Hiroshima-Hersey

Captains Courageous-Kipling

Warriner’s Grammar Chapters 1-16

Parts of the Sentence

Phrases and Clauses

Verb Tenses

Pronouns and Antecedents

Agreement

Possessive Nouns

Adjectives

Adverbs

Verbals

Who vs. Whom

Run-ons and fragments

Subordination and coordination

Parallel structure

**Writing:**

- Summary and paraphrasing
- Responding to nonfiction articles
- Final persuasive essay

**7th Grade English****Course Description**

In grade 7 English, students write with a clear awareness of writer, reader, and purpose. Writing instruction focuses on varying sentence structure and avoiding structural errors. Students are asked to incorporate newly acquired vocabulary into their own writing.

**Essential Questions**

- What elements are common across many types of stories? Why?
- How do writers use language to shape meaning?
- Why is clear written communication important, and what specific elements of writing and practices help give our writing clarity and purpose?
- How do genre and literary devices provide a framework for understanding, analyzing, and interpreting literature?
- How do we acquire and incorporate new vocabulary into our usage?

**Assessments**

- Summative Assessments: including, but not limited to second or final draft writing, unit tests, and unit projects. Any major grade which demonstrates mastery of a skill falls into this category.
- Formative Assessments: including, but not limited to quizzes, in-class or first draft writing. Assessment of skills in progress falls into this category.
- Homework: including, but not limited to: reading assignments and/or reading check quizzes, practice work completed outside of class.
- All major writing assignments and projects are evaluated using a scoring rubric.

**Focus Standards**

- Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
- Use explicit information to identify the main idea or primary purpose of a text or part of a text
- Use implicit information from a passage to answer specific questions about a text
- Make inferences about a character's motivation or the author's purpose
- Apply understanding of figurative language; recognize and create examples.
- Correct pronoun use, including pronoun-antecedent agreement
- and avoiding
- Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
- Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
- Recognize effective transitions between ideas, sentences, and paragraphs
- Select appropriate primary and secondary support for a claim.
- Understand how the purpose and focus of a piece of writing help determine the kind of information included and the appropriate style and tone of the piece.

**Course Planner**

Unit 1: Science Fiction Literature - Unit concepts include: literary genre, conventions of science fiction and cautionary literature, theme, allusion

Unit 2: And Then There Were None - Unit concepts during the study of this mystery novel include voice and characterization. Persuasive essay writing accompanies this novel.

Unit 3: Short Stories - Unit concepts include characterization, point of view, tone, style, irony; Critical Paper #1 using primary text support

Unit 4: The Old Man and the Sea - Unit concepts include: parable/fable form, characterization, point of view, tone, style, irony; Parable/Fable Paper using primary text support

Unit 5: A Midsummer Night's Dream: Poetry and Drama - Unit concepts include: poetic elements including: meter, sound, rhythm, voice, tone, figurative language, form; dramatic conventions including elements of classical drama and stage directions; Critical Paper #3 using primary and secondary text support

Unit 6: Refugee-Alan Gratz - Unit concepts include: writing about current events, understanding the role of the writer in society, writing in different modes of discourse

**Grammar Units**

- Subjects/Predicate; DOs IOS, PNs, PAs
- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns
- Adjectives
- Adverbs
- Verbals; Who vs. Whom; Misplaced Modifiers/Dangling Participles/Split Infinitives

**Textbooks/Resources**

Vocabulary Enrichment: Sadlier Oxford Workbook Level C

Warriner's Grammar and Mechanics

National Geographic Great Writing-Level 3

**7th Grade English, Accelerated****Course Description**

In grade 7 English, students write with a clear awareness of writer, reader, and purpose. Writing instruction focuses on varying sentence structure and avoiding structural errors. Students are asked to incorporate newly acquired vocabulary into their own writing.

**Essential Questions**

- What elements are common across many types of stories? Why?
- How do writers use language to shape meaning?
- Why is clear written communication important, and what specific elements of writing and practices help give our writing clarity and purpose?
- How do genre and literary devices provide a framework for understanding, analyzing, and interpreting literature?
- How do we acquire and incorporate new vocabulary into our usage?

**Assessments**

- Summative Assessments: including, but not limited to second or final draft writing, unit tests, and unit projects. Any major grade which demonstrates mastery of a skill falls into this category.
- Formative Assessments: including, but not limited to quizzes, in-class or first draft writing. Assessment of skills in progress falls into this category.
- Homework: including, but not limited to: reading assignments and/or reading check quizzes, practice work

completed outside of class.

- All major writing assignments and projects are evaluated using a scoring rubric.

### Focus Standards

- Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
- Use explicit information to identify the main idea or primary purpose of a text or part of a text
- Use implicit information from a passage to answer specific questions about a text
- Make inferences about a character's motivation or the author's purpose
- Apply understanding of figurative language; recognize and create examples.
- Correct pronoun use, including pronoun-antecedent agreement
- and avoiding unclear pronoun references
- Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
- Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
- Recognize effective transitions between ideas, sentences, and paragraphs
- Select appropriate primary and secondary support for a claim.
- Understand how the purpose and focus of a piece of writing help determine the kind of information included and the appropriate style and tone of the piece

### Course Planner

Unit 1: The Old Man and the Sea - Unit concepts include: parable/fable form, characterization, point of view, tone, style, irony; Parable/Fable Paper using primary text support

Unit 2: The Hobbit - Unit concepts include: narrative structure, form, the hero's journey

Instructions/Process Paper

Unit 3: A Midsummer Night's Dream: Poetry and Drama - Unit concepts include: poetic elements including: meter, sound, rhythm, syntax, figurative language, form; dramatic conventions including elements of classical drama; Analysis/Commentary Paper

### Grammar Units

- Subjects/Predicate; DOs IOS, PNs, PAs
- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verbals; Who vs. Whom; Misplaced Modifiers/Dangling Participles/Split Infinitives

### Textbooks/Resources

National Geographic Great Writing Level 3

Vocabulary Enrichment: Sadlier Oxford Workbook Level C

## 7th Grade English, Honors

### Course Description

Students in seventh grade honors English sharpen their skills in critical writing by completing several papers which proceed through multiple drafts. Students practice selecting apt textual evidence and synthesizing that evidence by providing clear context for each quote. Students also focus on clarity and concision in their writing, in particular avoiding unclear pronoun references. Students engage with challenging texts and are asked to craft their own arguments in their writing.

### Essential Questions

- Why study literature?
- How do writers use language to shape meaning?
- Why is clear written communication important, and what specific elements of writing and practices help give our writing clarity and purpose?

- How do genre and literary devices provide a framework for understanding, analyzing, and interpreting literature?

### Assessments

- Summative Assessments: including, but not limited to second or final draft writing, unit tests, and unit projects. Any major grade which demonstrates mastery of a skill falls into this category.
- Formative Assessments: including, but not limited to quizzes, in-class or first draft writing. Assessment of skills in progress falls into this category.
- Homework: including, but not limited to: reading assignments and/or reading check quizzes, practice work completed outside of class.
- All major writing assignments and projects are evaluated using a scoring rubric.

### Focus Standards

- Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
- Use explicit information to identify the main idea or primary purpose of a text or part of a text
- Use implicit information from a passage to answer specific questions about a text
- Identify style, tone, or theme of a text
- Make inferences about a character's motivation or the author's purpose
- Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions
- Apply understanding of figurative language; recognize and create examples
- Correct pronoun use, including pronoun-antecedent agreement
- and avoiding unclear pronoun references
- Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
- Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
- Recognize effective transitions between ideas, sentences and paragraphs
- Select appropriate primary and secondary support for a claim.
- Provide sufficient context for a quote so that the passage makes sense
- Use MLA format to correctly cite primary and secondary sources.
- Understand how the purpose and focus of a piece of writing help determine the kind of information included and the appropriate style and tone of the piece.
- Identify rhetorical features that contribute to the overall precision and style of a piece of writing

### Course Planner

Unit 1: Science Fiction Literature - Unit concepts include: literary genre, conventions of science fiction and cautionary literature, theme, allusion

Unit 2: We Have Always Lived in the Castle - Unit concepts include: characterization, point of view, tone, style, irony; Critical Paper #1 using primary text support

Unit 3: Fairy Tales as Literature and Narrative Structure - Unit concepts include: narrative structure, form, point of view

Unit 4: Pudd'nhead Wilson and Satire - Unit concepts include: forms and techniques of satire and irony; Critical Paper #2 using primary text support

Unit 5: Critical Writing Using Secondary Sources - Unit concepts include: vetting sources, informational literacy, clear quote integration (synthesis), literary analysis

Unit 6: A Midsummer Night's Dream: Poetry and Drama - Unit concepts include: poetic elements including: meter, sound, rhythm, voice, tone, figurative language, form; dramatic conventions including elements of classical drama and stage directions; Critical Paper #3 using primary and secondary text support

Unit 7: Refugee-Alan Gratz - Unit concepts include: writing about current events, understanding the role of the writer in society, writing in different modes of discourse



**Grammar Units:**

- Subjects/Predicate; DOs IOS, PNs, PAs
- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns
- Adjectives
- Adverbs
- Verbals; Who vs. Whom; Misplaced Modifiers/Dangling Participles/Split Infinitives

**Textbooks and Resources:**

Vocabulary Enrichment: Sadlier Oxford Workbook Level C

**8th Grade English****Course Description**

Students in grade 8 English practice critical writing, particularly in the persuasive mode of discourse. Students practice making claims and supporting them with text evidence, as well as providing clear context for all quotes. Informational literacy is a focus as students begin to prepare for high school and beyond. Students engage in public speaking by writing and presenting speeches to the class.

**Essential Questions**

Why study literature?

- How do writers use language to shape meaning?
- Why is clear written communication important, and what specific elements of writing and practices help give our writing clarity and purpose?
- How does narrative structure affect meaning?
- How can we identify patterns of structure and meaning in stories from different genres and time periods?
- How do genre and literary devices provide a framework for understanding, analyzing, and interpreting literature?
- How can learning and practicing speaking and listening skills enhance our lives?

**Assessments**

- Summative Assessments: including, but not limited to second or final draft writing, unit tests, and unit projects. Any major grade which demonstrates mastery of a skill falls into this category.
- Formative Assessments: including, but not limited to quizzes, in-class or first draft writing. Assessment of skills in progress falls into this category.
- Homework: including, but not limited to: reading assignments and/or reading check quizzes, practice work completed outside of class.
- All major writing assignments and projects are evaluated using a scoring rubric.

**Focus Standards**

- Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
- Use explicit information to identify the main idea or primary purpose of a text or part of a text
- Use implicit information from a passage to answer specific questions about a text identify style, tone, or theme of a text
- Make inferences about a character's motivation or the author's purpose
- Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions
- Apply understanding of figurative language; recognize and create examples

- Correct pronoun use, including pronoun-antecedent agreement and avoiding unclear pronoun references
- Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
- Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
- Recognize and employ effective transitions between ideas, sentences and paragraphs
- Determine the stated or implied purpose of supporting details within the context of a passage
- Select appropriate primary and secondary support for a claim.
- Provide sufficient context for a quote so that the passage makes sense
- Use MLA format to correctly cite primary and secondary sources.
- Understand how the purpose for and focus of a piece of writing help determine the kind of information included and the appropriate style and tone of the piece
- Identify rhetorical features that contribute to the overall precision and style of a piece of writing.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Course Planner**

Unit 1: Animal Farm: Argument, Persuasion, Propaganda, and Fallacies - Unit concepts include: propaganda techniques, elements of argument, and fallacies

Term 1 Major writing assignment: Application Essay (Narrative essay)

Unit 2: Narrative Structure: Quest Stories and Archetypes

Texts: Short stories by: Eudora Welty, James Joyce, WW Jacobs, and others - Unit concepts include: narrative structure, archetype and symbol, the hero's journey, binary opposition, narrative conflict.

SSAT Preparation

Unit 3: Critical Writing about Literature; Rhetoric and Syntax

Texts: Short stories

Unit concepts include: diction, syntax (repetition, omission, arrangement); clarity and flow in academic writing

Critical writing: using claim and support (primary text evidence)

Unit 4: To Kill a Mockingbird and using secondary sources - Unit concepts include: angle of vision, reliability of narration, purpose, allegory; selecting, vetting, and using secondary sources (using Questia School online library)

Major critical paper #1 on To Kill a Mockingbird

Unit 5: Poetry and Drama

Text: Romeo and Juliet-William Shakespeare

Unit concepts include: poetic elements including: meter, sound, rhythm, voice, tone, figurative language; dramatic conventions including elements of classical drama and stage directions.

Project: Shakespeare in performance; Major critical paper #2-writing about motifs or theme in Romeo and Juliet

Unit 6: Speech Unit

Unit concepts include outlining, extemporaneous speaking, dramatic monologue, poetry explication, research and informational speech writing.

Major assignments:

Speech 1: Poetry Explication

Speech 2: Dramatic Monologue

Speech 3: Three-Minute Informational

Speech 4: Using Sources to Support Claims

### Grammar Units:

- Subjects/Predicate; DOs IOS, PNs, PAs
- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns

### Textbooks/Resources

Vocabulary Enrichment-Sadlier Oxford Workbook Level D

National Geographic Great Writing Level 4

## 8th Grade English, Accelerated

### Course Description

Students in grade 8 Accelerated English practice critical writing, particularly in the persuasive mode of discourse. Students practice making claims and supporting them with text evidence, as well as providing clear context for all quotes. Informational literacy is a focus as students begin to prepare for high school and beyond. Students engage in public speaking by writing and presenting speeches to the class.

### Essential Questions

- Why study literature?
- How do writers use language to shape meaning?
- Why is clear written communication important, and what specific elements of writing and practices help give our writing clarity and purpose?
- How does narrative structure affect meaning?
- How can we identify patterns of structure and meaning in stories from different genres and time periods?
- How do genre and literary devices provide a framework for understanding, analyzing, and interpreting literature?
- How can learning and practicing speaking and listening skills enhance our lives?

### Assessments

- Summative Assessments: including, but not limited to second or final draft writing, unit tests, and unit projects. Any major grade which demonstrates mastery of a skill falls into this category.
- Formative Assessments: including, but not limited to quizzes, in-class or first draft writing. Assessment of skills in progress falls into this category.
- Homework: including, but not limited to: reading assignments and/or reading check quizzes, practice work completed outside of class.
- All major writing assignments and projects are evaluated using a scoring rubric.

### Focus Standards

- Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
- Use explicit information to identify the main idea or primary purpose of a text or part of a text
- Use implicit information from a passage to answer specific questions about a text
- Identify style, tone, or theme of a text
- Make inferences about a character's motivation or the author's purpose
- Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions
- Apply understanding of figurative language; recognize and create examples

- Correct pronoun use, including pronoun-antecedent agreement
- and avoiding
- unclear pronoun references
- Correct verb form and tense, including subject-verb agreement, parallelism, and
- avoiding verb tense shifts.
- Rules of sentence boundaries, including avoiding run-ons and fragments and
- recognizing sentence types.
- Recognize and employ effective transitions between ideas, sentences and paragraphs
- Determine the stated or implied purpose of supporting details within the context
- of a passage
- Select appropriate primary and secondary support for a claim.
- Provide sufficient context for a quote so that the passage makes sense
- Use MLA format to correctly cite primary and secondary sources.
- Understand how the purpose and focus of a piece of writing help
- determine the kind of information included and the appropriate style and tone of the piece
- Identify rhetorical features that contribute to the overall precision and style of
- a piece of writing.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Course Planner

Unit 1: Animal Farm: Argument, Persuasion, Propaganda, and Fallacies - Unit concepts include: propaganda techniques, elements of argument, and fallacies

Term 1 Major writing assignment: Application Essay (Narrative essay)

Unit 2: Narrative Structure: Quest Stories and Archetypes

Texts: Short stories by: Eudora Welty, James Joyce, WW Jacobs, and others

Unit concepts include: narrative structure, archetype and symbol, the hero's journey, binary opposition, narrative conflict.

SSAT Preparation

Unit 3: Critical Writing about Literature; Rhetoric and Syntax

Texts: Short stories

Unit concepts include: diction, syntax (repetition, omission, arrangement); clarity and flow in academic writing

Critical writing: using claim and support (primary text evidence)

Unit 4: To Kill a Mockingbird and using secondary sources - Unit concepts include: angle of vision, reliability of narration, purpose, allegory; selecting, vetting, and using secondary sources (using Questia School online library)

Major critical paper #1 on To Kill a Mockingbird

Unit 5: Poetry and Drama

Text: Romeo and Juliet-William Shakespeare

Unit concepts include: poetic elements including: meter, sound, rhythm, voice, tone, figurative language; dramatic conventions including elements of classical drama and stage directions.

Project: Shakespeare in performance; Major critical paper #2-writing about motifs or theme in Romeo and Juliet

### Unit 6: Speech Unit

Unit concepts include outlining, extemporaneous speaking, dramatic monologue, poetry explication, research and informational speech writing.

Major assignments:

Speech 1: Poetry Explication

Speech 2: Dramatic Monologue

Speech 3: Three-Minute Informational

Speech 4: Using Sources to Support Claims

#### **Grammar Units:**

- Subjects/Predicate; DOs IOS, PNs, PAs
- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns

#### **Textbooks/Resources**

Vocabulary Enrichment-Sadlier Oxford Workbook Level D

National Geographic Great Writing Level 4

## **8th Grade English, Honors**

### **Course Description**

Students in grade 8 honors English increase their reading fluency and comprehension by engaging with challenging texts. Students practice persuasive writing throughout the year and sharpen their speaking skills through an intensive speech unit.

### **Essential Questions**

- Why is clear written communication important, and what specific elements of writing and practices help give our writing clarity and purpose?
- How does literature reflect life?
- How are universal themes revealed in literature and connected to our lives and the lives of others?
- How do the writing process and the careful attention to essential traits of writing(organization, support, word choice, mechanics, sentence structure, and overall development) enhance written communication?
- How do writing and literature help you to learn about yourself?
- How do knowledge of grammar and the study of words enhance reading and communication?

### **Assessments**

- Writing assignments
- Quizzes
- Tests
- Speech presentations

### **Focus Standards**

- Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
- Use explicit information to identify the main idea or primary purpose of a text or part of a text
- Use implicit information from a passage to answer specific questions about a text
- Identify style, tone, or theme of a text
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details.

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Course Planner**

Unit 1: The Count of Monte Cristo

Unit 2: The Catcher in the Rye

Unit 3: Poetry and Drama

Texts: Julius Caesar-William Shakespeare, Our Town-Thornton Wilder

Unit 4: Cyrano de Bergerac

Unit 5: Speech Unit

Unit concepts include outlining, extemporaneous speaking, dramatic monologue, poetry explication, research and informational speech writing.

Major assignments:

12 - 1 minute speeches

1 - 3 minute speech

1 - 5 minute speech

1 - 8 minute speech

1 - 10 minute speech

#### **Grammar Units:**

- Subjects/Predicate; DOs IOS, PNs, PAs
- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns
- Agreement- subject - verb - pronoun- antecedent

#### **Textbooks/Resources**

Warriner's Complete Course

## **9th Grade English**

### **Course Description**

As students embark on their high school English experience, they are given the opportunity to sharpen and polish their critical writing. Students receive extensive feedback from both the teacher and their peers and are asked to be highly reflective about their own writing progress.

### **Essential Questions**

Why study literature?

Why is clear written communication important, and what specific elements of writing help give our writing clarity and purpose?

How do writers use language to shape meaning?

How does narrative structure impact meaning?

How can we identify patterns of structure and meaning in stories from different genres and time periods?

## Assessments

- Summative Assessments: including, but not limited to second or final draft writing, unit tests, and unit projects. Any major grade which demonstrates mastery of a skill falls into this category.
- Formative Assessments: including, but not limited to quizzes, in-class or first draft writing. Assessment of skills in progress falls into this category.
- Homework: including, but not limited to: reading assignments and/or reading check quizzes, practice work completed outside of class.
- All major writing assignments and projects are evaluated using a scoring rubric.

## Focus Standards

- Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
- Use explicit information to identify the main idea or primary purpose of a text or part of a text
- Use implicit information from a passage to answer specific questions about a text
- Identify style, tone, or theme of a text
- Make inferences about a character's motivation or the author's purpose
- Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions
- Apply understanding of figurative language; recognize and create examples
- Writing Mechanics: Usage
- Correct pronoun use, including pronoun-antecedent agreement and avoiding unclear pronoun references
- Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
- Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
- Recognize and employ effective transitions between ideas, sentences and paragraphs
- Determine the stated or implied purpose of supporting details within the context of a passage
- Select appropriate primary and secondary support for a claim.
- Provide sufficient context for a quote so that the passage makes sense
- Use MLA format to correctly cite primary and secondary sources.
- Understand how the purpose and focus of a piece of writing help determine the kind of information included and the appropriate style and tone of the piece
- Identify rhetorical features that contribute to the overall precision and style of a piece of writing

## Course Planner

Unit 1: Anthem and Persuasive Writing - Unit concepts include: quote integration, appeals, avoiding unclear pronouns, angle of vision and POV; Critical paper #1 on Anthem; optional submission to Ayn Rand Foundation Essay Contest

Unit 2: Short Stories

Texts include: "The Dead"-James Joyce, "The Garden Party"-Katherine Mansfield, "An Occurrence at Owl Creek Bridge"-Ambrose Bierce

Unit concepts include: narrative theory and structure, literary theory and critical approaches

Unit 3: Much Ado About Nothing and The World of the Renaissance - Unit concepts include: poetic elements including: meter, sound, rhythm, voice,

tone, figurative language, form; dramatic conventions including elements of classical drama and stage directions. Critical Paper #2 on Much Ado About Nothing

Unit 4: Pride and Prejudice and Satire - Unit concepts include: forms and techniques of satire

Unit 5: Critical Writing using secondary sources - Unit concepts include: vetting sources, informational literacy, clear quote integration, literary analysis

Project: Critical paper #3 on Pride and Prejudice using secondary sources

Unit 6: Mystery and Suspense, We Were Liars-E. Lockhart. Unit concepts include genre conventions of mystery and suspense and YA literature. Project: Mystery short story, play or podcast.

## Grammar Units:

- Subjects/Predicate; DOs IOS, PNs, PAs
- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns
- Adjectives
- Adverbs
- Verbals; Who vs. Whom; Misplaced Modifiers/Dangling Participles/Split Infinitives

## Textbooks/Resources

Vocabulary Enrichment-Sadlier Oxford Workbook Level E

## FINE ARTS

### Art – Grade 4

#### Course Description

Art class is on an arts wheel that meets every 4th day, all year long. This course is designed to teach students art skills using a variety of media and techniques. Students meet with the art teacher every 4th academic day and work on existing skills, as well as enhancing and encouraging new skills. Materials used will be, Graphite pencils and Markers, Oil pastels to learn and experiment with blending and shading, Watercolor and tempera paints to create art and learn color theory, Fiber arts such as stitchery and weaving with yarn, Clay hand building and glazing of the work, and a Paper Mache 3-D sculpture.

#### Essential Questions

How do artists learn from making mistakes?

What is an artistic inspiration?

How do artists find inspiration?

How does learning a new skill influence your artwork?

How does discussing your art feel?

#### Assessment

Students earn an effort mark of 1-5 in our art classes.

A rubric is designed for each project that includes the following items: understanding, craftsmanship/skills objectives, and overall effort.

#### Units

- Graphite pencils and Markers are used for a variety of Florida themed drawings, such as sea turtles and the Jupiter lighthouse. Shading with pencils is demonstrated and practiced.
- Oil pastels are used to learn and experiment with blending and shading.
- Watercolor and tempera paints are used to create and learn color theory, blending, values, intensity, and shading.
- Fiber arts projects include designing a stitchery image on burlap which is then turned into a pillow, and a small individual weaving. Skills such as cutting yarn the appropriate length, threading a needle and tying a knot are required to finish these projects.
- A paper maché 3-D sculpture project of a teddy bear sitting upright, is a project in which students must successfully balance the sculpture. Students may be as creative as they like in painting the bear in their own way.
- Clay hand building of a multi layered coil pot. Students work on the skills of rolling clay into consistently sized coils. Once the coils are rolled out, they learn the process of scoring and slipping the coils on top of each other to create a pot. Correct use of tools is taught and the pot must be built in a stable fashion. Creativity is encouraged to add their own style and aesthetic to their work. Once the pot has been fired, the students will glaze their work and it will be fired again to be complete.

#### Textbooks/Resources

Website - Artsonia.com

Magazines-Arts & Activities, Scholastic Art

Books - Art for Kids, Drawing – Lark Books

### Music - Grade 4

#### Course Description

This course focuses on a student's role and responsibility in an ensemble setting. Students will practice singing and playing harmony with partner songs and instrumental ostinatos to accompany singing. Interpreting con-

ductors' cues and understanding treble clef also aid in effective ensemble participation. Students' evaluation and analysis of music becomes more complex and focuses on form and specific instrument names and sounds. Historic and cultural studies will include music from classical period, folk music, pop music and patriotic songs and music which is integrated into the 4th Grade Play/Musical tied to Florida History Curriculum. The instruments focused on in 4th Grade are recorders, ukulele, African drums and voice.

#### Objectives

- Students will sing alone and/or with others a varied repertoire of music.
- Students will understand music in relation to history and culture.
- Students will listen to, analyze and describe music.
- Playing is a fundamental and universal form of expression using a variety of instruments, especially the recorder.
- Students will evaluate music and music performances whether live or youtube examples.
- Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.
- Students will understand relations among music, the other arts, and disciplines outside the arts.
- Students will read notes.
- Aurally and visually identifies instrument families and folk instruments:
- Understands music in a historical context

#### Essential Question

- What is harmony?
- How do singers build confidence?
- What does music tell us about people and cultures?
- What is the same in music as other subjects?
- How can instruments be identified by their sound?
- What is heard and observed in music/performance?
- How can instruments be played musically in an ensemble?
- How is music read and written on the staff?
- Benchmarks
- Demonstrates how a partner song creates harmony and singing two-part songs.
- Plays an instrument in an ensemble setting following conductor's cues
- Plays the recorder, ukulele and tubano drums in an ensemble setting following conductor's cues.
- Uses basic music symbols in reading and writing rhythms and melodies on the
- treble staff.
- Understands how musical elements interact in a piece
- Interprets the relationship between music and other subjects.

### Music - Grade 5

#### Course Description

Fifth graders will become more independent and literate musicians this year. They will be able to read and write music in both treble and bass clefs, and sing and play in multiple parts. Musical analysis and evaluation will be based on musical quality, overall effectiveness and knowledge of the cultural and historical setting. The fifth grade repertoire will focus on songs from the American history and current news and trends in music. The 5th Grade students will be playing steel drums, handbells and academic drums alive as their instrument of study.

#### Objectives:

- Students will sing alone and/or with others a varied repertoire of music.
- Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a var-

ied repertoire of music.

- Students will understand relations among music, the other arts, and disciplines outside the arts.
- Students will listen to, analyze and describe music.
- Students will create, improvise, and/or compose music.
- Students will understand music in relation to history and culture.
- Students will evaluate music and music performances.
- Students will read and notate music.

### Essential Question

- How can independent singers produce multi-part harmony?
- How can independent players perform in multi-part harmony?
- How is music read and written on the grand staff?
- What is the same in music as other subjects?
- What does music tell us about people and cultures?
- How does a composer craft a piece with structure and musicality?
- How can multiple parts be identified in a performance?
- What criteria can be used to evaluate a performance or composition?
- What elements affect personal preference?

### Benchmarks

- Demonstrates how songs can be sung in multi-part harmony
- Demonstrates how instruments can be played in multi-part harmony
- Creates a music piece following a structured form
- Uses basic music symbols in reading and writing music on the grand staff
- Listens to and analyzes multiple part music
- Identifies specific elements which contribute to the quality and effectiveness of music
- Understands music in a historical context.
- Identifies specific elements which contribute to the quality and effectiveness of music.
- Interprets the relationship between music and other subjects.
- Listens to and analyzes multiple part music.
- Uses basic music symbols in reading and writing music on the grand staff.
- Creates a music piece following a structured form.
- Demonstrates how instruments can be played in multi-part harmony.
- Demonstrates how songs can be sung in multi-part harmony.

## Color Theory - Grade 5

### Course Description

This course is designed to teach students how to manipulate and handle paint, with a focus on mixing and using color, while following the Art Elements. Basic drawing skills are also reviewed and practiced.

### Essential Questions

- How do I judge art using the 4 steps?
- How are value, color theory, shape, and three-dimensionality created in my artwork?
- How do I use various brushes and other tools to create different effects?
- How do I learn how to make two-dimensional drawings into three-dimensional representations of color?

### Assessment

- Students produce the color wheel with the complete spectrum, using the three primary colors.
- Students will create many new colors not found on the color wheel.
- Students show an understanding of following studies in a completed painting: mixing tints and tones,

monochromatic value, complementary color scheme, analogous color scheme, and polychromatic color scheme.

- Students will properly use vocabulary from the unit .
- Student's will correctly use the 4 steps to judge an artwork.

### Skills Benchmarks

Students will:

- Demonstrate their ability to mix and create color.
- Create different kinds of brush strokes using both flat and round brushes.
- Demonstrate painting skills by painting straight lines, values, and textures.
- Create many different colors from the primaries and black or white.
- Students will be able to use watercolor, tempera, and acrylic paint.

### Units

- 4 steps to judging art-Students will learn how to use the 4 steps to judge an artwork.
- Color mixing-Students will learn how to mix colors from the 3 primaries and creates tints and tones with black and white
- Tempera painting-students will learn how to use the art elements to complete a tempera painting using a reference picture.
- Watercolor painting-Students will learn how to manipulate water -color paint and create a finished painting using the art elements.
- Acrylic painting-students will learn how to use the art elements to complete a painting in acrylic using a reference picture.

### Textbooks/Resources

- Textbooks
- Websites-to create Keynote presentations
- Teachers personal library
- Materials provided

## Drawing - Grade 5

### Course description

Offered- Art class is on an arts wheel that meets every 4thday, all year long. This course is designed to offer the students the opportunity to explore many different genres of drawing, including perspective drawing, fore-shortening, portraiture, still life, and cartooning. Students meet with the art teacher every 4th academic day and work on existing skills, as well as enhancing and encouraging new skills. This course will use different drawing materials, including pencil, pen, colored pencils, markers, charcoal and conté crayons. The skills learned in this course will prepare them for the next level of art.

### Essential Questions

- What is the purpose of an art museum?
- How do artists learn from making mistakes?
- What is an artistic inspiration?
- How do artists work?
- How does learning a new skill influence your artwork?
- How does discussing your art feel?

## Assessment

- Students earn an effort mark of 1-5 in art classes.
- A rubric is designed for each project that includes the following items: understanding, craftsmanship/skills objectives, and overall effort.

## Units

- The course starts with a series of warm-up skills. Upside down drawing lessons, shading a sphere and value scales drawn with a variety of pencils help to reacquaint the students with art and art materials
- Foreshortening- Students create a work of art where they trace their hands and feet on a piece of paper. They then connect their body, arms, legs, and head in a fashion that is foreshortened. We look at a lot of examples of foreshortening in art through the ages for inspiration.
- Cartooning- Using the master cartoonist Charles Schultz as an example the students experiment and create their own character, and comic strip.
- Still life- A classroom still life is set up for the students to Contour draw in pencil. Concepts of depth and overlapping are discussed and required for the design. A patterned background completes the design.
- Portraiture- A black and white photo of the student is cut in half, and glued to a sturdy paper. The student then uses the cut-out portion of the picture to use as a reference to use value and shading on the paper to draw their face in as accurately as possible.
- Pein Air Drawing- Students enjoy a 2 to 3 lesson outdoor drawing exercise of drawing one of our school's buildings.
- Shading- In the style of Artist, Jim Dine, Students trace tools in various positions on a sheet of paper. Once the contour lines are finished they then use charcoal pencils and conté crayons to shade in and draw in all the fine details.
- Pop Art- After viewing short videos describing Pop Art, students create a drawing of a gumball machine. Using bright markers or pastest to fill in all the color.

## Textbooks/Resources

Youtube - <https://www.tate.org.uk/kids/explore/what-is/pop-art>

Website- Artsonia.com

Magazines- Arts & Activities, Scholastic Art

Books- Art for Kids, Drawing – Lark Books

Book- Teaching the Buggers to Draw

## 2-D Art - Grade 6

### Course description

6th grade 2-Dimensional art class is a 6 to 8 week class that explores different cultures and how their art is made. In this course we look back in time to the Medieval ages of illuminated manuscripts where scribes illustrated pages. We learn about stained glass windows, Aboriginal artists and their work, and Art of Central America. Materials used, include India ink and calligraphy pens for practicing calligraphy, scissors, paper and glue are used to duplicate the process of making Molas similar to those made in Panama and pencils, tempera paint and paper are used to produce an Aboriginal inspired work of art that tells a story.

### Essential Questions

- When do we encounter art in our world?
- What is the purpose of an art museum?
- How do artists learn from making mistakes?
- What is an artistic inspiration?
- How do artists work?
- How does learning a new skill influence your artwork?
- How does discussing your art feel?

## Assessment

- Students earn an effort mark.
- A rubric is designed for each project that includes the following items: understanding, craftsmanship/skills objectives, and overall effort.

## Units

- Medieval Art – Students learn about the process of parchment making, calligraphy, and Illuminated Manuscripts from a video, and teacher demonstration. India ink and calligraphy pens are used to practice calligraphy.
- Illuminated Initial- Students create a drawing of a letter of the alphabet that they then illuminate in their own style, using pencils, markers, or paint and gold glitter glue.
- Circular stained glass- Students work on paper using pencil to design a circular “stained glass” design that we then use a black glue to draw the “lead” lines. Watercolor is then painted in to create the illusion of the glass.
- Aboriginal Art- Students learn about the indigenous peoples of Australia and how their art was made in the past and how it is created today. They then work with tempera paint and create their own interpretation of Aboriginal art.
- Molas- Mola art is a very detailed fiber art created by Central American artists. Their art of layered fabric and colored thread of animals and flora is replicated by the students using bright paper, scissors, and glue.

## Textbooks/Resources

Youtube - Manuscript Making, <https://www.youtube.com/watch?v=nuNfdHNTv9o>

Website- Artsonia.com

Magazines- Arts & Activities, Scholastic Art

Book- Aboriginal Art

## Forming - Grade 6

### Course description

This course is designed to teach students how to work in three-dimensional media using a variety of materials, new and recycled. Students will use the art elements for problem solving, critical thinking, and skillfulness.

### Essential questions

- What is sculpture?
- How do sculptures learn from trial and error?
- What is the value of engaging in the process of art criticism?
- How does knowing and using visual art vocabulary help us understand and interpret art?
- Where can I find inspiration for my sculpture and why is that important?
- How do I use materials such as a hot glue gun safely?

## Assessment

- Students will use the 4 Steps to Critiquing Art to discuss their creative process at the end of the class rotation
- Students will properly use vocabulary of Art Elements
- Students will use learned skills to complete sculptures that are strong

## Benchmarks

Students will:

- Demonstrate their ability to create sturdy 3D artwork
- Correctly use the vocabulary of Art Elements to describe their completed work
- Demonstrate their ability to use a variety of media, supplied and recycled, to complete 3D work

## Units

Review of working with clay

- wedging
- slipping/scoring
- slab technique
- coil supports
- leather hard stage
- bone dry stage
- bisque fire
- glaze fire
- Review of working with paper mache
- forming solid paper shapes with tape
- applying paper with glue
- painting ideas
- brush care

Review of constructing 3D art

- hot glue gun use
- safe xacto knife use
- measuring using a ruler/yardstick

## Textbooks/Resources

Internet art websites

Art books from teachers personal library

Lelands, Nita (2000) Exploring Color, Moonflower Books: Dayton, Ohio

## Ceramics - Grades 7-9

### Course Description

This course is designed to teach the student how to manipulate clay, the ceramic process of construction, the process of drying stages of clay, and of surface design. Student project topics include basic techniques in both hand-building and wheel pottery to create a variety of functional and sculptural forms.

### Essential Questions

- What defines a good bowl, vase, and cup, and why is that important?
- What are the tools needed to shape a piece of clay?
- Where can I find inspiration for my piece?
- What is the difference between an under glaze and an over glaze?
- How can I use glazes to make interesting surface decoration?
- How do I learn from my failed attempts?
- 

### Assessment

- Students will use the 4 Steps to Critiquing Art to discuss their creative process at the end of the class rotation
- Time management of the drying process of clay
- Final product-directions followed, creativity, and completeness

### Benchmarks

Students will:

- Create only original artwork
- Mastery of hand building skills, wedging, hollowing out, slipping/scoring, slab technique, wedging, centering, creating vase, bowl, cup

- Pulling handle technique
- Glazing skills - under glazing/over glazing, brushing to cover 3 coats of glaze
- Create balanced shapes
- Work to produce pieces that include proper trimming and interesting surface decoration

## Units

Studio cleanliness

- Properly cleaning and putting away tools used
- Properly cleaning after wheel use
- Daily cleaning duties
- Hand building: skills to create particular project
- Wheel throwing: skills to create particular project
- 4 Step Process to Critique Art

## Textbooks/Resources

studio materials provided

internet web sites

books from teacher's personal library

museums/galleries

## Drawing and Painting - Grades 7-9

### Course Description

This course is designed to teach the student to explore many different genres of drawing and painting. The student explores drawing and painting techniques, composition, the elements and principles of design, and painting using acrylics, watercolor, and oil paint. The curriculum is designed to guide the student progressively toward competent skill and ability. The projects and assessments allow the student to demonstrate this understanding of concepts and in-class instruction.

### Essential Questions

- What is a good drawing or painting?
- What skills and understanding of theory make for better art?
- What practices make for competent craftsmanship?
- How can the tools of drawing/painting create different works?
- Can there be an understanding that art can and will be varied?
- How do I learn to create independently?

### Assessment

- Students will use the 4 Steps to Critiquing Art to discuss their creative process at the end of the class rotation.
- Students must meet deadlines; tardiness in completion will result in the deduction of their Effort Grade.
- Final product-directions followed, creativity, and completeness.

### Skills Benchmarks

Students will:

- demonstrate a drawing of 3-D space and shape from any point of view.
- understand the principles of design and proper composition.
- demonstrate the understanding of light and shadow.
- demonstrate an understanding of color using paint.
- Apply their understanding of color and formal properties.



## Units

- Various Drawing assignments
- Free drawing
- Hallway/Chair
- 4 Step Process to Critique Art

## Textbooks/Resources

Studio materials provided

Books from teacher's personal library

Museums/galleries

## Art Appreciation - Grades 7-9

### Course description

Art Appreciation is an exploration of visual art forms and their cultural connections for the student. In the class we learn that art also teaches many important qualities such as listening, observing and responding to multiple perspectives. There are visual art projects based on art historical periods and master artists.

### Essential Questions

- How can the viewer “read” a work of art?
- When do we encounter art in our world?
- What is the purpose of an art museum?
- How do artists learn from making mistakes?
- What is an artistic inspiration?
- How do artists work?
- How does learning a new skill influence your artwork?
- How does discussing your art feel?

### Assessments

- Students earn an effort mark of 1-5 in our art classes.
- A rubric is designed for each project that includes the following items: understanding, craftsmanship/skills objectives, and overall effort.

## Units

- Perspective- Lesson based on Leonardo Da Vinci, where students learn about the life of Leonardo, and the Renaissance through Scholastic Art magazine, video, and class discussion. The Renaissance artists developed accurate perspective and in our project, the students create a room using one point perspective, decorate it, and to finish it, they put a color photograph of themselves in the room.
- Op- Art- Study and discuss the Op-Art movement and various artists like Bridget Reilly and Victor Vasarely. Students create a 3-D illusion drawing using sharpies and colored pencil.
- Winslow Homer- Learn about the Great American watercolorist and critique a variety of his works. As a project, students choose a work of his to replicate in watercolor.
- Printmaking- Students learn how to carve linoleum block in the design of their creation. Then they learn how to print from the block.
- Plaster Hands- Creation of plaster hands in the style of George Segal.

## Textbooks and Resources

YouTube- Goodbye-Art Academy

<https://stateoftheart.creatubbles.com/2017/02/08/10-important-skills-learn-art-education/>

Website- Artsonia.com

Magazines- Arts & Activities

## Digital Photography - Grades 7-9

### Course Description

This course will introduce students to digital photography and printing. The students will explore the visual image as a creative and visual tool. The curriculum is designed to guide the student progressively toward competent skill and ability. The projects and assessments allow the student to demonstrate this understanding of concepts and in-class instruction. A digital camera is required for this class.

### Essential Questions

- What is digital photography and how to use a digital camera?
- What skills and understanding of theory make for better art?
- What practices make for competent craftsmanship?
- How can the tools of photography create different works?
- Can there be an understanding that art can and will be varied?
- How do I learn to create independently?
- How am I presenting my artwork and my images?

### Assessment

- Students will use the 4 Steps to Critiquing Art to discuss their creative process at the end of the class rotation.
- Students must meet deadlines; tardiness in completion will result in the deduction of their Effort Grade.
- Final product-directions followed, creativity, and completeness.

### Skills Benchmarks

Students will:

- demonstrate a photo of 3-D space and shape from any point of view.
- understand the principles of design and proper composition.
- demonstrate the understanding of light and shadow.
- demonstrate the understanding of color.
- apply their understanding of color and formal properties.

## Units

- Light and dark image
- Collage
- Storyboard
- 4 Step Process to Critique Art

## Resources

Studio materials provided

Books from teacher's personal library

Museums/galleries

## Middle School Vocal Music

### Course Description

The Vocal Curriculum at PBDA includes Florida State Standards of music including Vocabulary and Symbols, Posture and Support, Vocal Production, Repertoire and Techniques, Blend and Balance, Pitch Awareness and Stage Presence, Rhythm, and Aural Skills which are all used to prepare students for local and state performances, including Florida All State Vocal auditions for Elementary, Middle and High School, the MS Musical, Spotlight on Young Musicians and Bulldog Chorus.

## Essential Questions

- What role does my voice play within the choir?
- Is all sound music?
- How does creating and performing music differ from listening to music?
- How does my individual behavior as a performer and/or an audience member affect the musical performance?
- How does my individual participation benefit the whole ensemble?
- What defines music?
- At what point does sound become music?
- How can different voice timbres be combined to change the quality of sound?
- How can music evoke emotion?

## Skills

- Musical Symbols Dynamics/Tempo Aesthetics and Musical Awareness: (Vocal Health, Discipline, Style of Music, Expression)
- Introduction to making connections between solfege syllables/intervals and written music
- Notation & Music Symbols
- Continue to develop sight-reading skills using solfege and neutral vowels in warm-ups and repertoire
- Posture & Support:
- Demonstrate a consistent awareness of proper body alignment, and breath support while sitting and standing.
- Developing Vocal Production: (Tone Quality, Pitch Accuracy, Intonation) Attention will be placed on clear distinction between the vowel sounds, ah, eh, ee, oh, oo, and initial and final consonants.
- Choral Repertoire & Technique: (Balance and Blend) Unison and Partner Songs/Rounds with an awareness of an individual voice's role in the choral setting.
- Blend/Balance & Register: Refine uniformity of Vowels, blend of tone, and smooth transition between head and chest voice within the ensemble. Beginning use of chest voice and the blend between head and chest voice; vocal register --
- Intonation / Pitch Awareness: Develop and demonstrate complex harmonies while focusing on intonation and blend. Develop the female head voice and register consistency with ease and vowel modification.
- Stage Presence: Demonstrate a physical awareness of body alignment during performance. Demonstrate an awareness of body energy and focus during performance while following the conductor and subtle conducting gestures. Beginning awareness of the physical environment of singing; relaxed body, bright eyes, ability to
- follow direction, and focus. Attention given to basic performance discipline.
- Rhythm: Maintain the breathe through longer note values. Demonstrate rhythmic breathing within the repertoire. Chant/clap text rhythm within the repertoire.
- Literature: Sing SA/ SSA music, various styles, time periods, and various languages.
- Dynamics & Phrasing: Expand the range of dynamics and length of phrasing through air speed and breath support.
- Aural Skills: Listening Tonal memory (sing back diatonic 3-note patterns.) Identify major/minor tonalities
- Tonal memory (sing back 4 -5 note patterns.) identify major/minor tonalities as well as basic diatonic intervals

## Assessment

- Performance Based Assessment
- Sight Reading Exercises
- Written Theory
- Smartboard Music Theory Exercises

## Ukulele

### Course Description

This music course will focus on learning to play the ukulele including basic chords, strumming patterns, singing and simple picking.

### Essential Questions

- How are ukuleles used to represent cultural heritage?
- How are ukuleles used as a form of self expression?

### Skills

- Demonstrate correct tuning of the ukulele
- Rehearse basic ukulele technique both as an individual and within the ensemble
- Create a repertoire of ukulele music that can be performed both as an individual and within the ensemble
- Disciplinary Literacy:
- Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes
- Music Difficulty: Students accurately perform music with moderate technical demands, modeling proper posture and technique, alone or with others.
- Notation and Terminology: Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.
- Read simple melodies in treble clef
- Apply notation symbols for pitch, rhythm, dynamics, tempo
- Listening and Describing: Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style
- Style/Genre: Students perform music of various styles that includes moderate technical demands accurately applying the accumulated knowledge and skills of proper posture and technique;
- musical notation, symbols, and terminology.
- Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts
- Identify one of the parts of a ukulele and the strings
- Model correct holding and playing positions
- Practice ukulele skills to achieve fluidity and technique
- Watch/listen to video/audio examples of ukulele performance

### Assessments

- Worksheets
- Classroom observation of individual participation in a performance based class
- Written quizzes
- Classroom observation of ensemble participation in a performance based class

### Textbooks/Resources

YouTube

EMedia Ukulele

Ukulele for each student

Tuners

Alfred's Basic Ukulele Method Book 1

## HISTORY DEPARTMENT

The History Department at Palm Beach Day Academy offers courses that encourage an appreciation of the past and present cultures, an understanding of political, economic and social institutions, and a working knowledge of the democratic process. The role of the person as an individual and as a member of social and cultural groups is emphasized. Using developmentally appropriate progression, students at Palm Beach Day Academy will demonstrate proficiency in writing, reading, presenting, and collaborating.

### 4th Grade Florida Studies

#### Course Description

History in fourth grade will focus on Florida, from the time of the first settlers through present day. Students will examine the people that helped settle the area, the various geographic regions of the state and how people have adapted to changing Florida. Emphasis will also be placed on native and non-native plant and animal species found in the state. Events that shaped the future of the state will be researched and discussed. Through place-based learning, historical novels, and hands-on activities, students will be provided with a challenging, interactive journey through Florida's history.

#### Essential Questions

- How do maps help us find and understand places?
- How does geography affect our lives?
- How does location affect culture?
- Why do some people leave their homelands?
- How does the past shape our present and future?
- How does economic growth provide opportunity?
- How can change create opportunities?
- How do people affect the environment?

#### Objectives:

Students will examine:

- Florida's geography and how it impacts Florida's economic growth.
- how climate affects Florida.
- Florida's Native American groups and the causes and effects of European colonization on these groups.
- Primary and secondary sources and interpret the significance of individuals and events throughout Florida's history.
- Pioneer life in Florida.
- Information related to Florida through print and electronic media.
- Florida's involvement in the Civil War and its impact on Florida as a state.
- Challenges Florida faced during Reconstruction.
- Florida's economic and technological growth and decline and the individuals who influenced state and local economies.
- Contributions immigrant groups made to Florida.
- The structure, function, and purpose of Florida's government.
- The development of Florida's industries and their impact economically and environmentally.
- How people's actions/decisions impact their environment.
- How a better understanding of the environment can affect decision-making.

#### Units:

- Florida's Geography
- Florida's Early History
- A Growing State

- Present Day Florida
- Florida's Natural Environment

#### Assessment Strategies

- Objective test
- Subjective test
- Projects
- Exit/entrance tickets
- Speeches
- Journal writing
- Class participation
- Student-led discussion
- Essays
- Trimester exam
- Document Based Questions
- Annotation

#### Textbooks/Resources

Pearson - My World Social Studies: Florida - Grade 4 (textbook)

The DBQ Project: Mini-Q's in Florida

Historical Society Handouts

Preservation Society Booklet

Primary Sources

Online resources

Time For Kids 5-6

Hoot

Escape to the Everglades

### Grade 5 United States History

#### Course Description

The 5th grade United States History course focuses on the story of the United States including the nation's geography, native groups, exploration and settlement, the 13 colonies, the Revolutionary War, the new government and presidents, westward expansion, and the Civil War.

#### Essential Questions

- How did the United States become a multiracial/multicultural society?
- How did the United States evolve economically?
- How have relations with foreign nations shaped the history of the United States?
- How has the government of the United States changed?
- How did individuals or groups change American life?
- How has geography impacted the development of the nation?
- How did social movements arise and which factors contributed to their success or failure?

#### Objectives

Students will examine:

- United States' geography and the impact on its' growth and development.
- Native Americans' migration to North America and how geography and climate affected the way they lived.
- the causes and effects of European exploration and colonization.
- the tensions between the colonists and the British and how these challenges resulted in war.

- the results of the Revolutionary War and the creation of the United States government.
- the role of governmental positions.
- the expansion of the United States and the growing differences between the North and the South.
- the causes and consequences of the Civil War and the impact the Civil War had on the United States.

#### Units

- US Geography/50 States
- The First Americans/Migration
- Exploration
- European Settlements
- Colonization
- The Revolutionary War
- Formation of the United States Government
- Presidents/Presidents' Day Assembly
- Westward Expansion
- Civil War

#### Assessment Strategies

- Objective test
- Subjective test
- Projects
- Exit/entrance tickets
- Speeches
- Journal writing
- Class participation
- Student-led discussion
- Essays
- Document Based Questions
- Annotation

#### Textbooks/Resources

Harcourt Social Studies - The United States - Grade 5 (textbook)

Harcourt Social Studies - The United States - Grade 5 - Homework and Practice Book  
Time for Kids

Presidential Biographies

Online Resources (Brainpop)

Primary Sources

With Every Drop of Blood, James and Christopher Collier

### Grade 6 World History: Prehistory thru Middle Ages

#### Course Description:

This course focuses on developing students' understanding of world history from approximately 8000 BC to AD 1500. The course weaves in the Five Themes of Geography into each of the major units of study: Ancient Mesopotamia, Ancient Egypt, Ancient India, Ancient China, Ancient Greece, Ancient Rome, and The Middle Ages - Europe. The overarching themes of the course are: civilizations are complex societies, all civilizations, both past and present, have had certain characteristics in common that have made them significant, and people and events of ancient civilizations have profoundly influenced subsequent civilizations, including ours. At the core of this course is the development of intercultural awareness and celebration of cultural diversity, respect for the values of others, a sense of responsibility towards the community and environment, and a sense of belonging to a "global village."

#### Essential Questions

- How do we define a civilization?
- How did the earliest civilizations develop?
- How do the elements of culture affect the development of civilization?
- How did geography influence the location and success/decline of ancient civilizations?
- How did achievements in math, science and technology impact civilization growth and influence subsequent civilizations, including us today?
- What role did religion play in ancient civilizations, and how did that shape modern day religions?
- How have the governments created in ancient civilizations had an impact on governments that exist in the world today?
- How did the movement of people, goods and ideas shape the world in ancient times?

#### Objectives

Students will examine:

- how civilizations are complex societies which share common characteristics (EMERALDS)
- how the world radically changed with the agricultural revolution, as people became less nomadic and began to settle in river valleys
- how the world radically changed with the invention of writing (transition from prehistory to ancient history)
- how people and events of ancient civilizations have profoundly influenced subsequent civilizations
- how the movement of people, goods and ideas greatly impacted each civilization
- how civilizations relied on their geography (specifically access to rivers) for their growth and development
- how civilizations made advancements in the fields of math, science and technology that not only impacted their society, but others as well
- how every civilization utilized resources specific to their location and geography and implemented an economic system that positively impacted their growth and development
- how the development of religion (polytheism & monotheism) and rituals were at the core of daily life of each civilization
- how great works of art, literature and poetry were integral to the culture of each civilization
- how laws and an established government were significant for civilizations to maintain order and govern its citizens
- how people spent their daily lives in ancient times based on the core values of each civilization
- how civilizations had a strict social hierarchy that determined citizens place in society

#### Units

- Introduction to Geography
- Pre-History/Stone Age(s)
- Ancient Mesopotamia
- Ancient Egypt
- Ancient India
- Ancient China
- Ancient Greece
- Ancient Rome
- Middle Ages - Europe
- Assessment Strategies
- Objective test
- Subjective test
- Projects
- Exit/entrance tickets
- Speeches

- Journal writing
- Class participation
- Student-led discussion
- Essays
- Trimester exam
- Document Based Questions
- Annotation

#### **Textbooks/Resources**

Holt McDougal - World History - Ancient Civilizations - Grade 6 Textbook  
 Time for Kids (5-6)  
 National Geographic  
 Ancient Civilizations for Children - Schlessinger  
 History Channel Videos (1-3 minutes)  
 Kids Discover (online)  
 Films (Gandhi/Last Emperor/The Odyssey)  
 Primary Sources  
 Book of Myths from Around the World  
 The Art of War  
 Literature: The Children’s Homer  
 Chairman Mao’s Little Red Book  
 Works of Socrates, Plato & Aristotle

### **Grade 7 United States History: Beginning to 1877**

#### **Course Description**

This course examines the discovery and founding of our nation. Students explore social, economic, and political issues that challenged and shaped the nation from colonial times up to the Civil War. Instruction ensures students will develop proficiency in important academic skills: writing, reading, presenting, and collaborating.

#### **Essential Questions**

- How did the United States become a multiracial/multicultural society?
- How did the United States evolve economically?
- How have relations with foreign nations shaped the history of the United States?
- How has the government of the United States changed?
- How did individuals or groups change American life?
- How has geography impacted the development of the nation?
- How did social movements arise and which factors contributed to their success or failure?

#### **Objectives**

Students will examine

- Influences of multiple cultures on America’s development and growth
- The influence of geography and beliefs on America’s economic growth
- Ways in which Americans saw themselves in relationship to other nations, both abroad at home
- The Constitution, including amendments, as reflections of cultural evolution,
- History of the US, from its founding through Reconstruction

#### **Units**

- The Discipline of History/First Peoples
- Colonial America
- The Spirit of Independence

- The American Revolution & Independence
- A More Perfect Union
- Growth & Expansion
- The Jackson Era
- Toward Civil War
- The Civil War
- Reconstruction

#### **Assessment Strategies**

- Objective test
- Subjective test
- Projects
- Exit/entrance tickets
- Speeches
- Journal writing
- Class participation
- Student-led discussion
- Essays
- Trimester exam
- Document Based Questions
- Annotation

#### **Textbooks/Resources**

Discovering Our Past: A History of the United States, The Early Years  
 The DBQ Project: Mini-Qs in American History, Volume 1  
 Two Miserable Presidents  
 Chains  
 Upfront Magazine (New York Times)  
 Blood on the River: Jamestown 1607  
 The History of Wars: The Revolutionary War  
 Online Resources  
 Maps as History  
 Alphahistory  
 Primary Sources

### **Grade 8 United States History: Modern Times**

#### **Course Description**

This course examines the changing role of the nation from an isolationist country to a world power. Students explore social, economic, and political issues that challenged and shaped the nation in the late-19th century, 20th century, and the early years of the 21st century. Instruction ensures students will develop proficiency in important academic skills: writing, reading, presenting, and collaborating.

#### **Essential Questions**

- How did the United States become a multiracial/multicultural society?
- How did the United States evolve economically?
- How have relations with foreign nations shaped the history of the United States?
- How has the government of the United States changed?
- How did individuals or groups change American life?
- How has geography impacted the development of the nation?
- How did social movements arise and which factors contributed to their success or failure?

## Objectives

Students will examine

- the economic growth of the United States in the late-18th and early-19th centuries and evaluate the methods used by the industrial tycoons who built empires at this time
- to what extent reformers and reform movements changed the habits and laws under which Americans lived between 1898 and 1929
- the role the United States played in foreign affairs in the late-18th century and early-19th century
- how economic needs, political principles, and democratic ideals shaped foreign policy before and after the First World War
- social, economic, and political changes in the first modern decade of the 20th century
- the causes of the Great Depression as well as government attempts to deal with the financial crisis that gripped the nation for more than a decade
- the foreign policy interests of the United States between the two world wars and compare those to changes in foreign policy after 1941
- the new role of the United States as a super power following WWI and the US's role in containing Communism across the globe
- the racial and ethnic tensions within the United States after World War II as well as the changes in protections of all Americans' civil rights
- economic, cultural, and political issues from the 1970s-early twenty-first century by examining court cases, international and domestic turmoil, and political landscapes in the United States.

## Textbooks/Resources

Discovering Our Past: A History of the United States, Modern Times

The DBQ Project: Mini-Qs in American History, Volume 2

The DBQ Project: Mini-Qs in World History, Volume 3

This Way to the Wild West, Steve Sheinkin

The Help, Kathryn Stockett

The Jungle, Upton Sinclair

The Great Gatsby, F. Scott Fitzgerald

Upfront Magazine (New York Times)

Online Resources

Maps as History

Alphahistory

Infobase

Primary Sources

## Units

- Reconstruction review
- Settling The West and Native American Issues
- Industrialization of the United States
- Progressivism
- Imperialism
- World War I
- 1920s
- Great Depression and the New Deal
- World War II
- Cold War
- Civil Rights
- Recent American History

## Assessment Strategies

- Objective test
- Subjective test
- Projects
- Exit/entrance tickets
- Speeches
- Journal writing
- Class participation
- Student-led discussion
- Essays
- Trimester exam
- Document Based Questions
- Annotation

## Grade 9 World History

### Course Description

The 9th grade World History, a high school course, examines the connections between important world events, focusing mainly on political, economic, social, and ideological changes that have shaped the western world. While the course does include units of study from all parts of the world, the emphasis is on European history beginning with the Renaissance. Instruction ensures students will develop proficiency in important academic skills: writing, reading, presenting, and collaborating.

### Essential Questions

- What causes societies to work toward liberty on the one hand and authority on the other?
- What paths do societies tend to choose when they attempt to determine best government?
- How did the view of the individual impact the ways in which societies attempted to understand and improve their world?
- How were the dynamic tensions created by the desire for freedom and the need for order accelerated by the Renaissance/Reformation and the Enlightenment/French Revolution?
- How did the changing concept of the individual impact Western Europe?
- What is nationalism?
- How did nationalism demonstrate a capacity to unify and mobilize people for both good and ill?

### Objectives

Students will examine

- the classical influences of the Renaissance period
- the impact of the Renaissance on western civilization
- the writings on Enlightenment thinkers and their impact of social and political institutions
- the impact of the Protestant Reformation on Europe
- the causes of the rise and fall of the Ottoman Empire and the impact of its fall
- the impact of the French Revolutions on absolute powers in Europe
- the social and economic impact of industrialization and urbanization of 19th century England
- the collapse of monarch rule in Russia and the Bolshevik Revolution
- the social, political, and economic impact of Communism in Eastern Europe
- the causes and effects of decolonization of Africa, Asia, and the Middle East

### Units

- Renaissance
- Reformation
- Enlightenment

- Ottoman Empire
- French Revolutions
- Victorian England
- Russian Revolution
- Communism and Socialism in Eastern Europe
- Decolonization of Africa, Asia, and the Middle East

### Assessment Strategies

- Objective test
- Subjective test
- Projects
- Exit/entrance tickets
- Speeches
- Journal writing
- Class participation
- Student-led discussion
- Essays
- Trimester exam
- Document Based Questions
- Annotation

### Textbooks/Resources

French Revolutions for Beginners, Michael LaMonica  
 Ghost Map, Steven Johnson  
 The Prince: Student Version, Peter Key  
 The Ottoman Empire, Anne Davison  
 Boys in the Boat, Daniel James Brown  
 World History and Geography, Modern Times-McGraw Hill  
 DBQ Project: Mini Qs in World History  
 Online resources  
 Alphahistory  
 Maps as History  
 Infobase  
 Primary documents  
 Upfront Magazine, New York Times

## MATH DEPARTMENT

The Mathematics Department embraces the mission of Palm Beach Day Academy. Students are challenged to excel and given the mathematical abilities and problem solving skills necessary to succeed mathematically in our ever changing, increasing global, technological society. The goal of mathematics in the upper grades is to prepare the college-oriented student for work in secondary schools. In order to do this, we ability group our students in math. The honors students are prepared to enter the highest track of mathematics at most secondary schools.

Students in the higher grades have the opportunity to earn high school credits. The Honors level classes will complete Algebra I, Algebra II, and Geometry, thus earning three high school credits. Students in the regular sections will earn an Algebra I credit by the end of Eighth Grade or Ninth Grade.

Technology, manipulatives and STEAM activities are used to enhance the curriculum and bridge the gap from the concrete to the abstract. Textbooks chosen have interactive learning tools and online resources. Graphing calculators are used in grades Seven through Nine to enhance mathematics and to introduce coding to the students. Problem solving is emphasized at every grade level.

NCTM Standards for Mathematical Practice are followed:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Math 4

#### Course Description

Grade 4 math reviews and extends previously introduced concepts and skills including: number and operations, algebra, geometry, measurement, data analysis and probability. Problem solving and reasoning are incorporated into every lesson, as well as dialogue regarding a variety of strategies and approaches employed by students among other members of our mathematical community. The importance and meaning of how numbers are used in the real world add meaning and significance. The acquisition of these skills is supported by modeling/representation, making connections, using technology, guided group practice in class (with white boards for simultaneous accountability), cooperative learning experiences, and use of manipulatives, which is all followed by independent practice in school and at home.

#### Essential Questions

- How do we use place value rules to show an understanding of multi-digit numbers through 1,000,000?
- How do we read and write numbers in three different ways?
- How do we compare the place and value of each digit in a multi-digit number?
- How do you round multi-digit numbers to any place?
- Why do I need to know how to compare, round, add, or subtract whole numbers?
- How do we use place value and math operations to solve multi-digit problems?
- How do we add and subtract whole multi-digit numbers up to 1,000,000?
- What is multiplication?
- How do we explain multiplication equations?
- What is division?

- How do we find a quotient including remainders when dividing by a one- digit number?
- How do we estimate an answer to addition, subtraction, and multiplication problems?
- How do we solve multi-step problems with whole numbers using the four operations?
- How do we identify the missing symbols in a number sentence? (variables)
- How do we find factor pairs and multiples?
- How do we determine whether a number is prime or composite?
- What are fractions and how do I compute with fractions?
- How do we solve word problems involving addition and subtraction of fractions?
- How do we multiply a whole number by a fraction?
- How do we solve word problems involving multiplication of a whole number by a fraction?
- How do I compute, compare, order, read and write numbers with decimals?
- How can you write a fraction as a decimal?
- How do we make a line plot using data?
- How can you convert from one unit to another?
- How can you be precise when solving math problems?
- How can I apply what I have learned about measurement?
- Why do I need to know about angles and symmetry?
- What are some common geometric terms?
- How can you classify triangles and quadrilaterals?
- What is line symmetry?
- How can you use a rule to continue a pattern?
- How can you use a table to extend a pattern?
- How can you use a repeating pattern to predict a shape?

#### Assessments

- Chapter/topic tests/teacher created assessments
- Section Quizzes
- Daily homework
- Class Participation/sharing of thought processes/mathematical dialogue
- Classwork, including warm-ups
- Informal Assessments
- End of Year Assessment

#### Objectives

Students will be able to:

- Communicate using mathematical language
- Perform operations with whole numbers, fractions, and decimals
- Read and write a number through 1,000,000
- Read and write numbers up to the millions and with decimals into the hundredths place in standard, short word form, and expanded form
- Add, subtract, multiply, and divide whole numbers
- Estimate the sums and differences whole numbers
- Multiply by multiples of 10, 100, and 1,000
- Estimate the product of whole numbers
- Use a model to multiply
- Find the product of a multi-digit number and a one-digit, 2-digit number, and 3-digit number
- Find the product of a two-digit number and another two- digit number
- Use mental math and place-value strategies to divide multiples of 10 and 100 by 1-digit numbers
- Estimate quotients using compatible numbers
- Divide 2-, 3-, and 4- digit numbers by 1- digit numbers

- Show and create equivalent fractions
- Compare fractions with like and unlike denominators
- Add and subtract fractions/mixed numbers with like and unlike denominators
- Multiply fractions
- Use a rule to generate more numbers in a sequence; growing and shrinking number patterns
- Develop the ideas and procedures for using multiplication to convert larger measurement units to smaller measurement units
- Convert customary units of length, capacity, and mass
- Convert metric units of length, capacity, and mass
- Recognize and draw lines, rays, and angles with different measures
- Classify triangles, quadrilaterals by their properties, including the measure of their angles
- Measure angles using known angles and using a protractor
- Use addition and subtraction to solve problems with unknown angle measures
- Explain relationships between lines: parallel, intersecting, and perpendicular lines
- Recognize and draw line-symmetric figures

#### Units

- Generalize Place Value Understanding
- Fluently add and subtract multi-digit whole numbers
- Use strategies and properties to multiply by 1- digit numbers, 2-digit, and 3-digit numbers
- Use strategies and properties to divide by 1-digit numbers
- Use operations with whole numbers to solve problems
- Factors and multiples
- Extend understanding of fraction equivalence and ordering
- Understand addition and subtraction of fractions
- Extend multiplication concepts of fractions
- Represent and interpret data on line plots
- Understand and compare decimals
- Measurement: find equivalence in units of measure
- Algebra: generate and analyze patterns
- Geometric measurement: understand concepts of angles and angle measurement, lines, angles, and shapes.

#### Textbooks/Resources

Grade 4 enVisionmath 2.0 Pearson

Textbook online resources

Math Antics

Khan Academy

#### Math 4 Honors

##### Course Description

The Math 4 Honors curriculum follows a fifth grade curriculum. It reinforces basic mathematical concepts and introduces skills that are essential for all students. Concepts, procedures, and vocabulary that students will need in order to be successful in upper-level algebra and geometry courses are introduced and continually practiced. Students begin with a general review of the four basic operations. Concepts of place value, base ten relationships, exponents, algebraic concepts, plane geometry and geometric formulas, ratios, percentages, and integers are introduced. Fourth grade math students work extensively with fractions, mixed numbers, decimals, and estimating. This course will also emphasize problem solving strategies, the communication of mathematics in multiple forms of expression, and how it is connected to daily life and other disciplines. Differentiated instruction and curriculum are based on student needs.



### Essential Questions

- How are whole numbers and decimals written, compared, and ordered?
- How can sums and differences of decimals be estimated?
- What are the standard procedures for adding and subtracting decimals?
- How can sums and differences be found mentally?
- What are the standard procedures for estimating and finding products of multi-digit numbers?
- What are the standard procedures for estimating and finding products involving decimals?
- What is the standard procedure for division and why does it work?
- What are the standard procedures for estimating and finding quotients involving decimals?
- What are the standard procedures for adding and subtracting fractions and mixed numbers?
- What does it mean to multiply whole numbers and fractions?
- How can multiplication with whole numbers and fractions be shown using models and symbols?
- How are fractions related to division?
- How can you divide with whole numbers and unit fractions?
- What is the meaning of volume of a solid?
- How can the volume of a rectangular prism be found?
- What are the customary measurement units and how are they related?
- What are the metric measurement units and how are they related?
- How can line plots be used to represent data and answer questions?
- How is the value of a numerical expression found?
- How are points plotted? How are relationships shown on a graph?
- How can number patterns be analyzed and graphed? How can number patterns and graphs be used to solve problems?
- How can triangles and quadrilaterals be described, classified, and named?

### Assessments

- Chapter tests
- Section Quizzes
- Daily homework
- Classwork, including warm-ups
- Class Participation
- Projects
- Informal Assessments
- Unit Tests
- End of Year Test

### Objectives

- Students will be able to:
- Write, analyze and interpret numerical expressions
- Use Order of Operations to evaluate numerical expressions
- Identify number properties
- Explain number properties to write equations
- Analyze patterns and relationships
- Understand the place value system
- Use exponents to show powers of 10
- Estimate sums, differences, products and quotients, using decimals
- Compare and round decimals
- Perform operations with multi-digit whole numbers and decimals to the hundredths and beyond
- Add, subtract, multiply, and divide fractions
- Solve word problems using whole numbers, decimals, and fractions.

- Convert measurement units within a given measurement system
- Represent and interpret data
- Understand concept of volume and relate to real-life problems
- Graph various points on a coordinate plane
- Classify two-dimensional figures based on their properties

### Units

- Place Value Concepts
- Write and Interpret Numerical Expressions
- Estimating Sums, Differences, Products and Quotients with Whole Numbers and Decimals
- Multiplying Multi-Digit Whole Numbers
- Dividing Multi-Digit Whole Numbers
- Add, Subtract, Multiply and Divide with Decimals
- Adding and Subtracting Fractions and Mixed Numbers
- Multiplying Fractions and Mixed Numbers
- Dividing Fractions
- Solving Word Problems Using Whole Numbers, Decimals and Fractions
- Converting Units of Measure in Metric and Customary Systems
- Patterns in the Coordinate Plane
- Volume of Rectangular Prisms and Composite Figures
- Classifying 2-D Shapes
- Data, Graphs, and Probability

### Textbooks/Resources

Big Ideas Math Modeling Real Life - Grade 5

Big Ideas Math Online Resources

Math Antics

Khan Academy

### Math 5

#### Course Description

Math 5 reinforces basic mathematical concepts and introduces skills that are essential for all students. Concepts, procedures, and vocabulary that students will need in order to be successful in upper-level algebra and geometry courses are introduced and continually practiced. Students begin with a general review of the four basic operations. Concepts of place value, base ten relationships, exponents, algebraic concepts, plane geometry and geometric formulas, percentages, ratios and integers are introduced. Fifth grade math students work extensively with fractions, mixed numbers, decimals, and estimating. This course will also emphasize problem solving strategies, the communication of mathematics in multiple forms of expression, and how it is connected to daily life and other disciplines. Differentiated instruction and curriculum are based on student needs.

#### Essential Questions

- How are whole numbers and decimals written, compared, and ordered?
- How can sums and differences of decimals be estimated?
- What are the standard procedures for adding and subtracting decimals?
- How can sums and differences be found mentally?
- What are the standard procedures for estimating and finding products of multi-digit numbers?
- What are the standard procedures for estimating and finding products involving decimals?
- What is the standard procedure for division and why does it work?
- What are the standard procedures for estimating and finding quotients involving decimals?
- What are the standard procedures for adding and subtracting fractions and mixed numbers?

- What does it mean to multiply whole numbers and fractions?
- How can multiplication with whole numbers and fractions be shown using models and symbols?
- How are fractions related to division?
- How can you divide with whole numbers and unit fractions?
- What is the meaning of volume of a solid?
- How can the volume of a rectangular prism be found?
- What are the customary measurement units and how are they related?
- What are the metric measurement units and how are they related?
- How can line plots be used to represent data and answer questions?
- How is the value of a numerical expression found?
- How are points plotted? How are relationships shown on a graph?
- How can number patterns be analyzed and graphed? How can number patterns and graphs be used to solve problems?
- How can triangles and quadrilaterals be described, classified, and named?

#### Assessments

- Chapter tests
- Section Quizzes
- Daily homework
- Classwork
- Class Participation
- Projects
- Informal Assessments
- Unit Tests
- End of Year Test

#### Objectives

Student will be able to

- Understand and explain place value
- Identify number properties
- Explain number properties to write equations
- Add and subtract decimals
- Multiply and divide decimals
- Use strategies to divide whole numbers
- Use equivalent fractions to add and subtract fractions
- Apply understanding of multiplication to multiply fractions
- Apply understanding of division to divide fractions
- Understand volume concepts and find volume of rectangular prisms
- Convert measurements in metric and customary systems
- Represent and interpret Data
- Write and interpret numerical expressions using order of operations
- Graph points on the coordinate plane
- Analyze patterns and relationships
- Classify two-dimensional figures
- Identify integers on a number line
- Order and compare integers

#### Units

- Place Value Concepts
- Write and Interpret Numerical Expressions

- Estimating Sums, Differences, Products and Quotients with Whole Numbers and Decimals
- Multiplying Multi-Digit Whole Numbers
- Dividing Multi-Digit Whole Numbers
- Add, Subtract, Multiply and Divide with Decimals
- Adding and Subtracting Fractions and Mixed Numbers
- Multiplying Fractions and Mixed Numbers
- Dividing Fractions
- Solving Word Problems Using Whole Numbers, Decimals and Fractions
- Converting Units of Measure in Metric and Customary Systems
- Patterns in the Coordinate Plane
- Volume of Rectangular Prisms and Composite Figures
- Classifying 2-D Shapes
- Data, Graphs, and Probability
- Introduction to Integers

#### Textbooks/Resources

Grade 5 enVisionmath 2.0 Pearson

Textbook Online Resources

### Math 5 Honors

#### Course Description

Math 5 Honors follows a 6th grade curriculum. The emphasis in this course is on algebraic thinking and extending the understanding of the real number system to include integers, rational numbers, and irrational numbers. Students will investigate applications of number theory and will acquire skills in adding, subtracting, multiplying, and dividing integers. Students will solve applied problems by using one-step equations and inequalities, percents, and proportional reasoning. Students will develop algebraic thinking by analyzing patterns to discover relationships, and by representing information through symbolic, graphical, and tabular methods. Throughout the course, there is an emphasis on the process standards of problem-solving, communication, reasoning, and representation. This course will also emphasize communication of mathematics in multiple forms of expression and how it is connected to daily life and other disciplines.

#### Essential Questions

- How does one understand and use factors?
- How can one solve a problem using fractions and decimals?
- How can one write and interpret ratios and use ratios to solve problems?
- What is the relationship between fractions, decimals, and percents?
- How can one interpret algebraic expressions in real-life problems?
- How can understanding equations help solve problems?
- Why does one need to understand area, surface area, and volume?
- How can one apply integers to model real-life problems?
- Why is measuring and interpreting statistical measures important?
- How does understanding data displays help interpret data?

#### Objectives

Student will be able to

- Identify factors of a number
- Explain order of operations
- Solve a problem using factors
- Model different types of multiples of numbers
- Add, subtract, multiply, and divide fractions and decimals

- Evaluate numerical expressions involving integers, fractions and decimals using order of operations
- Solve a problem using fractions and decimals
- Write and interpret ratios
- Name ratios equivalent to a given ratio
- Solve a problem using ratios
- Convert units of measure using ratio reasoning
- Write algebraic expressions
- Solve a problem using algebraic expressions
- Interpret algebraic expressions in real-life problems
- Write word sentences as equations
- Solve equations using properties of equality
- Model different types of equations to solve real-life problems
- Explain how to find area, surface area, and volumes of solids.
- Describe and draw three-dimensional figures
- Apply units of measurement to solve real-life problems
- Write integers to represent and describe quantities
- Order and compare integers
- Apply integers to model real-life problems
- Construct a data set
- Find and interpret the measures of center and the measures of variation for a data set
- Construct a data display
- Interpret data in a data display
- Compare data sets

#### Units

- Numerical Expressions and Factors
- Fractions and Decimals
- Ratios, Rates, Proportions
- Percents
- Algebraic Expressions and Properties
- Equations - one- and two-step
- Geometry: Area, Surface Area, and Volume
- Integers, Number Lines, and the Coordinate Plane
- Statistical Measures
- Data Displays
- Rational and Irrational Number Systems

#### Assessments

- Chapter tests
- Section Quizzes
- Daily homework
- Classwork
- Class Participation
- Projects
- Informal Assessments
- End of Year Test

#### Textbooks/Resources

Big Ideas Math Modeling Real Life Grade 6  
Textbook online resources

## Math 6

#### Course Description

Sixth Grade math reviews and extends addition, subtraction, multiplication, and division of whole numbers, decimals, fractions and integers and also includes work in graphing, probability, data/statistics, measurement, geometry, ratios, proportions, percents, percent applications, and problem solving. Pre-Algebra concepts covered are: equations, inequalities, integers, order of operations, algebraic expressions, and graphing linear functions.

#### Essential Questions

- How do we compute using fractions and mixed numbers?
- How do we use patterns to understand fractions?
- What is the relationship between fractions, decimals and percents?
- How can ratios and proportions be used to solve real world problems?
- What is a proportional relationship?
- What is a scale drawing?
- How does one convert units of measurement?
- What is the percent of a quantity as a rate per 100?
- How can we represent and use integers?
- How can we locate rational numbers on a number line?
- How can we graph ordered pairs on a coordinate plane?
- How can we represent and solve situations involving variable quantities?
- How can we solve one variable equations and inequalities?
- How can we represent and analyze quantitative relationships between dependent and independent variables?
- How can we translate and evaluate verbal expressions as algebraic expressions?
- How do you solve for area, surface area, and volume?
- How would one classify a figure by its vertices?
- How would one use a net of rectangles and triangles to make a three dimensional figure?
- How do we use formulas?
- How do we organize data so that it is useful?
- How can the collection, organization, interpretation, and display of data be used to answer questions?
- How can I use the measures of center and variability to interpret data?

#### Assessments

- Chapter tests
- Section Quizzes
- Daily homework,
- Classwork, including warm-ups and binders
- Class Participation
- Projects
- Trimester Tests
- Final Exam

#### Objectives

Student will be able to

- Communicate using mathematical language
- Perform operations with whole numbers, fractions and decimals
- Simplify expressions using order of operation and properties
- Solve one-step equations and inequalities
- Convert between fractions, decimals, and percents

- Use ratios and rates to solve real-world and mathematical problems
- Use number lines to order and compare integers
- Add, subtract, multiply, and divide integers
- Graph integers and functions on the coordinate plane
- Write functions with unknown variables to model and solve real-world problems
- Find the area of triangles, quadrilaterals, and polygons
- Find the surface area of rectangular prisms, triangular prisms, and cylinders
- Find the volume of rectangular prisms, triangular prisms, and cylinders
- Display numerical data in plots and graphs
- Analyze data by finding the mean, median, mode, and range

#### Units

- Number Properties and Decimals
- Expressions and Equations
- Number Theory
- Fraction Operations
- Ratios and Percents
- Integers and Rational Numbers
- The Coordinate Plane
- Geometry and Measurement
- Data and Graphs
- 
- Textbooks/Resources
- Mathematics Course 1 - Pearson

### Math 6 Accelerated

#### Course Description

This course will review and reinforce arithmetic skills while introducing pre-algebra concepts. Emphasis is placed on modeling real world situations in problem solving. Explorations (hands-on activities and use of technology) help students understand abstract ideas by exploring these concepts at the concrete level. This course includes work with integers and rational numbers, order of operations, algebraic expressions, ratios, rates, proportional thinking, percents and percent applications, equation solving, geometry concepts, probability, data, and statistics.

#### Essential Questions

- How do you represent real world situations through a mathematical model?
- How would you analyze data to represent a real world situation?
- How do all of the number systems relate to each other and the real world?
- How can you best represent a pattern using mathematical principles?
- When is each form (fraction, decimal, or percent) more important and helpful in the real world?
- Which problem solving technique is best for this situation and how do you know if it is working?
- How can you check for reasonableness as you solve a problem and in your answer?

#### Assessments

- Chapter tests
- Section Quizzes
- Daily homework,
- Classwork, including warm-ups, and binders
- Class Participation

- Projects
- Trimester Tests
- Final Exam

#### Objectives

Student will be able to

- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Apply and extend previous knowledge of operations with fractions to add, subtract, multiply and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Use properties of operations to solve one- and two-step equations and inequalities.
- Solve real-life and mathematical problems by using numerical and algebraic expressions and equations.
- Model and solve real-life problems using rational number computations.
- Evaluate expressions involving rational numbers
- Write, interpret and solve problems using algebraic expressions.
- Write word sentences as equations and inequalities.
- Use equations and inequalities to model real-life problems.
- Write and interpret ratios and proportions.
- Describe proportional relationships
- Solve proportions with equivalent ratios or cross product method
- Use a percent proportion or equation to find a percent, a part, or a whole.
- Apply percents to real-life problems
- Find area and volume of shapes using formulas
- Explain the difference between experimental and theoretical probability
- Find the probability of simple and compound events
- Describe a simulation to model a probability experiment
- Use geometry software (like DESMOS) to explore angle relationships, polygons, linear and non-linear functions.

#### Units

- Integers and Absolute Value
- Coordinate System and Graphing
- Rational Number Computations
- Numeric and Algebraic Expressions
- Equations and Inequalities
- Ratios and Proportions
- Percents
- Probability
- Statistics- Graphs and Data Analysis
- Geometric Shapes, Area and Angles
- Transformational Geometry
- Surface Area and Volume

#### Textbooks/Resources

Big Ideas Math Modeling Real Life Grade 7, including online resources  
 DESMOS  
 Khan Academy

## Pre-Algebra

(offered in 6th Grade at Honors level, offered in 7th and 8th Grade)

### Course Description

Pre-Algebra course is designed to bridge the gap between the regular mathematics courses and Algebra and Geometry. Students will work toward the abstract algebra concepts by first working with concrete examples. Emphasis is placed on using equations, graphs, and data applications to model real life situations during problem solving. Thinking routines and cooperative learning will be essential to problem solving and developing critical thinking skills.

Students will master concepts in pre-algebra including rational, irrational and real numbers, exponents, roots, writing and evaluating algebraic expressions, solving multi-step equations and inequalities, ratios, rates, proportions, percents, writing and graphing linear and nonlinear functions, data collection and analysis, probability, geometry including Pythagorean Theorem, 2D and 3D shapes, angles, area, surface area, volume, transformations, introduction to systems of equations, and basic trigonometric ratios.

### Essential Questions

- How do you translate real-world problems to algebraic expressions?
- How do you solve geometry problems using formulas?
- How do you model and solve real life problems with equations and inequalities?
- How can you best represent a pattern using mathematical principles?
- How can mathematical operations with rational numbers help us make real-life decisions?
- When and why do you use proportional comparisons?
- Why is data collected and analyzed and which is the best representation for the data?
- How do mathematical models/ representations shape our understanding of mathematics?
- How do you know which problem solving technique to use and how do you know if it is working?
- How can you check for reasonableness as you solve a problem and in your answer?
- How do you model and analyze statistical information found in the real world?
- How do you identify linear and non-linear functions?
- What are the fundamentals of programming/coding?

### Assessments

- Chapter tests
- Section Quizzes
- Daily homework,
- Classwork, including warm-ups and binders
- Class Participation
- Projects
- Trimester Tests
- Final Exam

### Objectives

Students will be able to

- Communicate using mathematical language
- Use productive struggle, individually or in small groups, to solve math problems.
- Simplify expressions using order of operation and properties
- Solve multi-step equations and inequalities
- Explore the concept of functions
- Apply the properties of numbers to simplify numeric and algebraic expressions
- Find the circumference and area of circles
- Find the area of polygons and composite shapes

- Use geometry software (like DESMOS) to explore angle relationships, polygons, linear and non-linear functions.
- Understand and use formulas to find Surface Area, and Volume of 3D shapes.
- Transform shapes using translations, reflections, rotations and dilations.
- Understand and apply angle relationships to solve real-life problems.
- Solve problems involving similar and congruent polygons.
- Identify proportional relationships and linear equations from tables and graphs and be able to write equations for each
- Create equations in two variables to represent relationships between quantities
- Solve systems of equations in 2 variables by graphing, substitution and elimination methods.
- Calculate and interpret the average rate of change of a function
- Graph linear functions, absolute value functions, and simple quadratic functions by hand and with the aid of graphing software or graphing calculators.
- Interpret the slope (rate of change) and the y-intercept of a linear model in the context of the data or word problem.
- Write numbers in Scientific Notation and the reverse.
- Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- Use the properties of exponents to simplify expressions.
- Use functions to model linear relationships.
- Explain the difference between experimental and theoretical probability
- Find the probability of simple and compound events
- Describe a simulation to model a probability experiment
- Understand how to use random samples to make conclusions about a population
- Explain the difference between a biased or unbiased sample (or question in a survey)
- Compare data sets using measures of center and variation.
- Explain and use the Pythagorean Theorem in problem solving.
- Use appropriate data displays to model a situation.
- Demonstrate an understanding of computer programming
- Write code for the TI 84 graphing calculator
- Complete a project using the Scratch programming language.

### Units

- Algebraic Expressions and Properties
- Operations with Integers and Rational Numbers
- Exponents and Roots
- Equations and Inequalities
- Probability, Data Analysis, Displays and Statistics
- Geometric Shapes, Angles and Triangles
- Transformational Geometry
- Area, Surface Area and Volume
- Ratios, Proportions, Similar Polygons
- Percents and Percent Applications
- Graphing and Writing Linear Equations
- Exploring Non-Linear Functions and their Graphs
- Systems of Linear Equations ( graphing and substitution)
- Understand and Apply the Pythagorean Theorem
- Trigonometry (Sine, Cosine, Tangent)
- Coding

**Textbooks/Resources**

Big Ideas Math Modeling Real Life Grade 7 Accelerated (6th grade honors)

Big Ideas Math Modeling Real Life Grade 8 (7th grade)

Holt McDougal Mathematics Grade 8

DESMOS

TI 84+CE Graphing Calculators

TI Hub amd Rover

Scratch Coding Software

Khan Academy

Textbook online resources

**Math 7****Course Description**

Seventh Grade math reviews and extends addition, subtraction, multiplication, and division of rational numbers and also includes work in graphing, probability, data/statistics, measurement, geometry, ratios, proportions, percents, percent applications, and problem solving. Pre-Algebra concepts covered are: multi-step equations & inequalities, rational numbers, order of operations, algebraic expressions, and graphing linear functions.

**Assessments**

- Chapter tests
- Section Quizzes
- Daily homework
- Classwork, including warm-ups and binders
- Class Participation
- Projects
- Trimester Tests
- Final Exam

**Essential Questions:**

- How do you translate real-world problems to algebraic expressions?
- How do you solve geometry problems using formulas?
- How do you model and solve real life problems with equations and inequalities?
- How can you best represent a pattern using mathematical principles?
- How can mathematical operations with rational numbers help us make real-life decisions?
- When and why do you use proportional comparisons?
- Why is data collected and analyzed and which is the best representation for the data?
- How do mathematical models/ representations shape our understanding of mathematics?
- How do you know which problem solving technique to use and how do you know if it is working?
- How can you check for reasonableness as you solve a problem and in your answer?
- How do you model and analyze statistical information found in the real world?
- What are the fundamentals of programming/coding?

**Objectives**

Students will be able to

- Communicate using mathematical language
- Use productive struggle, individually or in small groups, to solve math problems.
- Simplify expressions using order of operation and properties
- Solve multi-step equations and inequalities
- Explore the concept of functions
- Apply the properties of numbers to simplify numeric and algebraic expressions

- Find the circumference and area of circles
- Find the area of polygons and composite shapes
- Use geometry software (like DESMOS) to explore characteristics of polygons
- Understand and use formulas to find Surface Area, and Volume of 3D shapes.
- Understand and apply angle relationships to solve real-life problems.
- Solve problems involving similar and congruent polygons.
- Identify unit rate and use to solve real-life problems
- Create and use ratios and proportions to solve problems with similar geometric figures
- Convert between fractions, decimals and percents
- Use percent equations and percent proportions to solve real-life problems
- Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- Explain the difference between experimental and theoretical probability
- Find the probability of simple and compound events
- Describe a simulation to model a probability experiment
- Understand how to use random samples to make conclusions about a population
- Explain the difference between a biased or unbiased sample (or question in a survey)
- Use appropriate data displays to model a situation.
- Demonstrate an understanding of computer programming
- Write code for the TI 84 graphing calculator

**Units**

- Integers and Rational Numbers
- Equations
- Inequalities
- Ratios, Rates, and Proportions
- Percents
- Geometry and Area
- Surface Area and Volume
- Analyzing Data
- Probability
- Coding

**Textbooks/Resources**

Mathematics Course 2 Pearson (7th grade)

DESMOS

TI 84 graphing Calculator

TI Hub and Rover

**Math 7th, Accelerated - See Pre-Algebra**

**Math 8 - See Pre-Algebra**

**Algebra I and Algebra I Honors (7th, 8th or 9th Grade)**

**Course Description**

Algebra I includes the following concepts: operations with real numbers, solving linear and quadratic equations, simplifying polynomials, factoring, algebraic fractions, functions, graphing, inequalities, radicals, rational functions, systems of equations, and word problems. Honors Algebra I classes are more in-depth and focus on more challenging problems. Upon successful completion of this course, the student receives a high school credit for Honors Algebra I or Algebra I.

## Essential Questions

- How do we identify patterns and use them to predict what will happen next?
- How do we use algebraic expressions, equations, and inequalities to model real life and solve problems in math?
- What types of relationships can be modeled by graphs?
- What changed in a function to cause the transformation as compared to its parent function?
- How does the graph of a function relate to its algebraic equation?
- What real-life situations are modeled by linear, quadratic, radical, absolute value, rational, or exponential functions?
- How do mathematical models/representations shape our understanding of mathematics?
- What patterns or methods can you use?
- What are real world examples that can be translated into algebraic expressions, equations and inequalities?
- What does the solution to an equation or inequality mean?
- What can we do with a system of equations/inequalities that we cannot do with a single equation/inequality?
- How do you model and analyze statistical information found in the real world?
- How does the graph of a quadratic function relate to its algebraic equation?
- What are the many ways we can solve a quadratic equation?
- What are the fundamentals of programming/coding and how is it used in the real world?

## Assessments

- Chapter tests
- Section Quizzes
- Daily homework
- Classwork, including warm-ups and binders
- Class Participation
- Projects
- Trimester Tests
- Final Exam

## Objectives

Students will be able to

- Communicate using mathematical language.
- Use productive struggle, individually or in small groups, to solve math problems.
- Employ technology to visualize, model, investigate, and extend mathematical reasoning.
- Use variables to transform English phrases into mathematical expressions.
- Simplify expressions using order of operations, involving rational numbers, exponents, and absolute value and justify each step using properties of real numbers and laws of exponents.
- Solve multi-step equations (linear, absolute value, quadratic, exponential, radical, rational, systems) using algebraic methods and graphing methods.
- Write and solve inequalities, compound inequalities and absolute value inequalities.
- Use the TI-84 Plus graphing calculator and DESMOS for explorations and as a tool in solving problems.
- Find the slope of a line
- Write linear equations in different forms (slope-intercept, point-slope, and standard form).
- Determine whether two linear equations are parallel or perpendicular.
- Use algebraic methods to solve problems by exploring, modeling, and describing patterns and relationships involving numbers, shapes, data, and graphs.
- Investigate, identify and analyze functions and function families (linear, absolute value, quadratic, radical, exponential, and rational functions) and explain their characteristics both algebraically and graphically
- Analyze and write linear functions and inequalities to model and solve problems.

- Determine the domain and range of a given function.
- Write arithmetic and geometric sequences as a function.
- Solve word problems that can be modeled using systems of linear equations/inequalities, and quadratic equations, using a variety of informal, algebraic, and graphical methods
- Solve systems of linear equations using various methods (graphing, substitution and elimination.
- Solve systems of linear inequalities by graphing.
- Solve a system of equations with linear and quadratic equations using graphing method.
- Categorize polynomials according to their degree and number of terms.
- Arrange polynomials in ascending or descending form.
- Perform operations with polynomials (adding, subtracting, multiplying, dividing, and factoring completely).
- Solve quadratic equations by various techniques such as factoring, finding square roots, completing the square, and applying the quadratic formula.
- Simplify radical and rational expressions.
- Solve radical and rational equations and understand restrictions to these problems.
- Graph (by hand and with a graphing calculator or geometric software) all types of equations: linear, absolute value, step-function, piece-wise function, quadratic, exponential, radical and rational and determine the appropriate domain and range for the function.
- Use sine, cosine and tangent ratios to find missing parts of triangles and to solve real-life problems.
- To collect, analyze and measure data. Students will learn how to interpret and create data displays in a real-world context.
- Calculate the line of best fit for a given data set (scatter plot) and calculate the correlation coefficient for that data set.
- Use permutations and combinations to find the number of outcomes of real-world situations.
- Demonstrate an understanding of computer programming
- Write code for the TI 84 graphing calculator including the Hub and Rover

## Units

- Expressions, Equations, and Functions
- Linear Equations
- Linear Functions
- Equations of Linear Functions
- Linear Inequalities
- Systems of Linear Equations and Inequalities
- Exponents and Exponential Functions
- Quadratic Expressions and Equations
- Quadratic Functions and Equations
- Radical Functions and Geometry
- Rational Functions and Equations (honors)
- Introduction to Trigonometry (honors)
- Statistics and Probability
- Coding

## Textbooks/Resources

Algebra 1 Glencoe/McGraw Hill 2018 (7th Honors and 8th/9th Regular courses)

TI 84-Plus CE Graphing Calculator

TI Hub and Rover

SSAT Review book and practice tests

DESMOS

Khan Academy

## Algebra I Honors, Part 1 (7th grade)

### Course Description

This is the first year of a two-year Honors Algebra I course that the student starts in the 7th grade and finishes in the 8th grade. Part 1 follows a rigorous Algebra I curriculum including extensive work in equation solving, writing linear equations, functions, graphing linear and nonlinear functions, inequalities, systems of equations/inequalities, statistics, probability, an introduction to trigonometry.

### Essential Questions

- How do we identify patterns and use them to predict what will happen next?
- How do we use algebraic expressions, equations, and inequalities to model real life?
- What types of relationships can be modeled by graphs?
- How does the graph of a function relate to its algebraic equation?
- How do mathematical models/representations shape our understanding of mathematics?
- What patterns or methods can you use?
- What are real world examples that can be translated into algebraic expressions, equations and inequalities?
- What does the solution to an equation or inequality mean?
- What can we do with a system of equations/inequalities that we cannot do with a single equation/inequality?
- How do you model and analyze statistical information found in the real world?
- What are the fundamentals of programming/coding and how is it used in the real world?

### Assessments

- Chapter tests
- Section Quizzes
- Daily homework,
- Classwork, including warm-ups and binders
- Class Participation
- Projects
- Trimester Tests
- Final Exam

### Objectives

Students will be able to

- Communicate using mathematical language.
- Use productive struggle, individually or in small groups, to solve math problems.
- Employ technology to visualize, model, investigate, and extend mathematical reasoning.
- Use variables to transform English phrases into mathematical expressions.
- Simplify expressions, using order of operations, involving rational numbers, exponents and absolute value and justify each step using properties of real numbers and laws of exponents.
- Solve multi-step equations/inequalities (linear, absolute value) using algebraic methods and graphing methods.
- Solve systems of equations using graphing, substitution and elimination methods.
- Use the TI-84 Plus graphing calculator or graphing software, like DESMOS, as a tool in solving problems.
- Use algebraic methods to solve problems by exploring, modeling, and describing patterns and relations involving numbers, shapes, data, and graphs.
- Analyze and write linear functions and inequalities to model and solve problems.
- Determine the domain and range of a given linear function.
- Find the slope of a line
- Write linear equations in different forms of equations of a line (slope-intercept, point-slope, and standard form).

- Determine whether two linear equations are parallel or perpendicular.
- Use sine, cosine and tangent ratios to find missing parts of triangles and to solve real-life problems.
- Calculate the line of best fit for a given data set (scatter plot) and calculate the correlation coefficient for that data set.

### Units

- Review of Percent Applications
- Rational and Irrational Number Systems
- Expressions, Equations, and Functions
- Linear Equations
- Linear Functions
- Equations of Linear Functions
- Linear Inequalities
- Systems of Linear Equations and Inequalities
- Statistics, Probability
- Trigonometry (Sine, Cosine, Tangent)
- Coding

### Textbooks/Resources

Algebra 1 Glencoe/McGraw Hill 2014

TI 84-Plus Graphing Calculator

TI Hub and Rover

SSAT Review book and practice tests

DESMOS

Khan Academy

## Algebra I Honors, Part 2 (8th grade)

### Course Description

This course will complete the Algebra I Honors program started in 7th Grade. Part 2 continues a rigorous Algebra I curriculum including extensive work in linear, exponential, quadratic, radical, and rational functions. Upon successful completion of this course, the student receives a high school credit for Honors Algebra I.

### Essential Questions

- How do we identify patterns and use them to predict what will happen next?
- How do we use algebraic expressions, equations, and inequalities to model real life?
- What types of relationships can be modeled by graphs?
- How does the graph of a function relate to its algebraic equation?
- How do mathematical models/representations shape our understanding of mathematics?
- What patterns or methods can you use?
- What are real world examples that can be translated into algebraic expressions, equations and inequalities?
- What does the solution to an equation or inequality mean?
- How do I model and analyze statistical information found in the real world?
- What are the fundamentals of programming/coding and how is it used in the real world?

### Assessments

- Chapter tests
- Section Quizzes
- Daily homework,
- Classwork, including warm-ups and binders
- Projects



- Trimester Tests
- Final Exam

### Objectives

Students will be able to

- Communicate using mathematical language.
- Use productive struggle, individually or in small groups, to solve math problems.
- Employ technology to visualize, model, investigate, and extend mathematical reasoning.
- Simplify expressions, using order of operations, involving rational numbers, exponents and absolute value and justify each step using properties of real numbers and laws of exponents.
- Solve multi-step equations (linear, absolute value, quadratic, exponential, radical, rational, systems) using algebraic methods and graphing methods.
- Use the TI-84 Plus graphing calculator as a tool in solving problems.
- Use algebraic methods to solve problems by exploring, modeling, and describing patterns and relations involving numbers, shapes, data, and graphs.
- Investigate and analyze functions and function families (linear, absolute value, quadratic, radical, and rational functions) and their characteristics both algebraically and graphically.
- Analyze and write linear functions and inequalities to model and solve problems.
- Determine the domain and range of a given function.
- Find the slope of a line.
- Write arithmetic and geometric sequences as a function.
- Solve word problems that can be modeled using systems of linear equations/inequalities, and quadratic equations, using a variety of informal, algebraic, and graphical methods
- Perform operations with polynomials (adding, subtracting, multiplying, dividing, and factoring completely).
- Simplify radical and rational expressions.
- Solve radical and rational equations and understand restrictions to these problems.
- Graph (by hand and with a graphing calculator or geometric software) all types of equations: linear, absolute value, step-function, piece-wise function, quadratic, exponential, radical and rational and determine the appropriate domain and range for the function.
- Use sine, cosine and tangent ratios to find missing parts of triangles and to solve real-life problems.
- To collect, analyze and measure data. Students will learn how to interpret and create data displays in a real-world context.
- Calculate the line of best fit for a given data set (scatter plot) and calculate the correlation coefficient for that data set.
- Use permutations and combinations to find the number of outcomes of real-world situations.
- Demonstrate an understanding of computer programming
- Write code for the TI 84 graphing calculator including the Hub and Rover

### Units

- Review of Part 1 material from 7th grade
- Systems of Linear Equations and Inequalities
- Exponents and Exponential Functions
- Quadratic Expressions and Equations
- Quadratic Functions and Equations
- Radical Functions and Geometry
- Rational Functions and Equations
- Trigonometry and Pythagorean Theorem Applications
- Statistics and Probability
- Coding

### Textbooks/Resources

Algebra I Glencoe/McGraw Hill 2014  
 TI 84-Plus Graphing Calculator  
 TI Hub and Rover  
 SSAT Review book and practice tests  
 DESMOS  
 Khan Academy

### Geometry Honors

#### Course Description

A full year of Geometry which includes proofs, congruent triangles and applications, quadrilaterals, similarity, simple trigonometry, circles, polygons, area, surface area, volume, coordinate geometry, loci and transformations.

The non honors class covers the same material with less challenging problems.

#### Essential Questions

- Why are geometry and geometric figures relevant and important?
- How can geometry be used to solve problems about real world situations, spatial relationships, and logical reasoning?
- How do geometric properties relate to algebra?
- How are geometric properties used to help solve real world issues?
- How are real world objects described in geometric terms.
- How can using geometry enhance design of real life structures?
- What are the fundamentals of programming/coding and how does it apply to the real world?

#### Assessments:

- Chapter tests
- Section Quizzes
- Daily homework
- Work on Board
- Daily 5 problems graded
- Classwork, including warm-ups and binders
- Projects
- Trimester Tests
- Final Exam

#### Objectives

Students will be able to

- Use deductive reasoning to construct and judge the validity of a logical argument consisting of a set of premises and a conclusion.
- Use the relationships between angles formed by two lines intersected by a transversal to a) prove two or more lines are parallel; and b) solve problems, including practical problems involving angles formed when parallel lines are intersected by a transversal.
- Solve problems involving symmetry and transformation. This will include a) investigating and using formulas for determining distance, midpoint, and slope; b) applying slope to verify and determine whether lines are parallel or perpendicular; c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and d) determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.
- Given information concerning the lengths of sides and/or measures of angles in triangles, will solve problems, including practical problems. This will include a) ordering the sides by length, given angle measures;

b) ordering the angles by degree measure, given side lengths; c) determining whether a triangle exists; and d) determining the range in which the length of the third side must lie.

- Given information in the form of a figure or statement, will prove two triangles are congruent.
- Given information in the form of a figure or statement, will prove two triangles are similar.
- Solve problems, including practical problems involving right triangles. This will include applying a) the Pythagorean Theorem and its converse; b) properties of special right triangles; and c) trigonometric ratios.
- Verify and use properties of quadrilaterals to solve problems, including practical problems.
- Solve problems, including practical problems involving angles of convex polygons. This will include determining a) the sum of the interior and/or exterior angles; b) measure of an interior and/or exterior angle; and c) number of sides of a regular polygon.
- Solve problems, including practical problems, by applying properties of circles. This will include determining a) angle measures formed by intersecting chords, secants, and/or tangents; b) lengths of segments formed by intersecting chords, secants, and/or tangents; c) arc length; and d) area of a sector
- Solve problems involving equations of circles.
- The student will use surface area and volume of three-dimensional objects to solve practical problems.
- Apply the concepts of similarity to two- or three-dimensional geometric figures. This will include a) comparing ratios between lengths, perimeters, areas, and volumes of similar figures; b) determining how changes in one or more dimensions of a figure affect area and/or volume of the figure; c) determining how changes in area and/or volume of a figure affect one or more dimensions of the figure; and d) solving problems, including practical problems about similar geometric figures.
- Construct and justify the constructions of a) a line segment congruent to a given line segment; b) the perpendicular bisector of a line segment; c) a perpendicular to a given line from a point not on the line; d) a perpendicular to a given line at a given point on the line; e) the bisector of a given angle; f) an angle congruent to a given angle; g) a line parallel to a given line through a point not on the line; and h) an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
- Demonstrate an understanding of computer programming
- Write code for the TI 84 graphing calculator including the Hub and Rover

### Units

- Proofs, logic, and the deductive structure
- Basic concepts and proofs
- Congruent triangles
- Parallel lines and related polygons
- Lines and Planes in Space
- Polygons
- Similar Polygons
- The Pythagorean theorem, right triangles and trigonometry
- Circles
- Area, surface Area, and Volume
- Coordinate Geometry
- Locus and Constructions
- Inequalities
- Enrichment Topics from the history of Geometry
- Coding

### Textbooks/Resources

Geometry for Enjoyment and Challenge McDougal-Littell  
TI 84-Plus Graphing Calculator  
TI Hub and Rover  
SSAT Review book and practice tests  
DESMOS

Geometer's SketchPad  
Microworlds LOGO  
Khan Academy

## Algebra II Honors

### Course Description

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties, probability and statistics, and sequences and series.

### Essential Questions

- How are connections made within different areas of mathematics?
- To what extent are mathematical ideas connected to other disciplines?
- To what extent is mathematics connected to real world applications?
- How can technology be used to illustrate or discover connections among mathematical ideas?
- How do we model information?
- How do we use models?
- What are functions? How do we use them?
- What are inverses? How do we use them?
- How do changes affect functions?
- What are the fundamentals of programming/coding and how is it used in the real world?

### Assessments

- Chapter tests
- Section Quizzes
- Daily homework
- Daily 5 problems graded
- Classwork, including warm-ups and binders
- Projects
- Trimester Tests
- Final Exam

### Objectives

Students will be able to

- Utilize linear equations, functions and inequalities to model real world situations, solve problems, communicate their answers, and justify their reasoning.
- Effectively analyze non-linear relationships in the form of quadratics by creating both algebraic and graphical models.
- Effectively use different methods of evaluation to describe, interpret and analyze polynomial functions relating to end behavior, zeros and extrema.
- Solve and graph rational functions, identify zeros and asymptotes in order to predict the end behavior of the function.
- Analyze a radical function and identify its domain, range, x- intercepts, and y-intercepts, and be able to represent the function and those key characteristics both graphically and algebraically.
- Analyze and model growth and decay in real word scenarios, make predictions based on their analysis, and justify their predictions mathematically.
- Extend the domain of trigonometric functions using the unit circle and model periodic phenomena using trigonometric functions.
- Make inferences, support viable arguments, and justify conclusions with statistical data in everyday deci-

sion making.

- Use the language of mathematics to make predictions and informed decisions involving probability that arise in real-life situations.
- Analyze and represent sequences and series that model the long-term behavior of situations involving sequential change.
- Demonstrate an understanding of computer programming
- Write code for the TI 84 graphing calculator including the Hub and Rover

### Units

- Equations and Inequalities
- Linear Relations and Functions
- Systems of Equations and Inequalities
- Quadratic Functions and Relations
- Polynomials and Polynomial Function
- Inverses and Radical Functions and Relations
- Exponential and Logarithmic Functions and Relations
- Rational Functions and Relations
- Conic Sections
- Sequences and Series
- Statistics and Probability
- Trigonometric Functions
- Trigonometric Identities and Equations
- Coding

### Textbooks/Resources

Algebra 2 Glencoe/McGraw Hill 2014  
TI 84-Plus Graphing Calculator  
TI Hub and Rover  
SSAT Review book and practice tests  
DESMOS  
Geogebra  
Khan Academy

## Pre-Calculus

### Course Description

Pre-Calculus is the study of discrete topics in advanced algebra and trigonometry. Students will investigate theoretical, numerical, graphical, and spatial topics upon which to build their study of advanced mathematics. Pre-Calculus provides the background for mathematical concepts, problems, issues, and techniques that appear in the study of calculus, including but not limited to: functions, trigonometry, polynomials, complex numbers, matrices, series and sequences, limits and continuity, and derivatives. The use of technology is infused in this course to gather, analyze, and communicate mathematical information.

### Essential Questions

- Can all relationships in the real-world be modeled with functions?
- How can I use functions to predict real-world events?
- How do I know which function will best model the scenario?
- What techniques can I use to persevere through solving a problem?
- When are multiple solutions or problem solving techniques appropriate?
- How do I determine the most efficient method to solve a problem?
- What are the fundamentals of programming/coding and how is it used in the real world?

### Assessments:

- Chapter tests
- Section Quizzes
- Daily homework
- Daily 5 problems graded
- Classwork, including warm-ups and binders
- Projects
- Trimester Tests
- Final Exam

### Objectives

Students will be able to

- Create graphical and algebraic models of functions and their transformations and interpret key properties of the functions.
- Will extend the domain of trigonometric functions using the unit circle, model periodic phenomena using trigonometric functions, and prove and apply trigonometric identities.
- Use matrices and technology as a tool to manipulate data and model equations.
- Use vectors and parametric equations to model movement in the coordinate plane and the physical world.
- Graph and analyze polynomial and rational functions in order to predict end behavior.
- Model, interpret, and make predictions about exponential and logarithmic relationships
- Analyze and create sequences and series that model the long-term behavior of situations involving sequential, arithmetic, or geometric change.
- Use limits to describe the instantaneous rate of change of functions and predict behavior.
- Connect conic sections to their quadratic forms in order to create graphical models.
- Demonstrate an understanding of computer programming
- Write code for the TI 84 graphing calculator including the Hub and Rover

### Units

- Functions from a Calculus Perspective
- Power, Polynomial, and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Systems of Equations and Matrices
- Conic Sections and Parametric Equations
- Vectors
- Polar Coordinates and Complex Numbers
- Sequences and Series
- Inferential Statistics
- Limits and Derivatives
- Coding

### Textbooks/Resources

PreCalculus Glencoe  
TI 84-Plus Graphing Calculator  
TI Hub and Rover  
SSAT Review book and practice tests  
DESMOS  
Geogebra  
Khan Academy

## SCIENCE DEPARTMENT

### 4th Grade Science

#### Course Description

This is a general science course that covers a variety of topics including the practice of science as well as life science, earth science, engineering and environmental education. Fourth grade focuses heavily on Florida's environment, integrating the different subject areas into science. Place-based field experiences, partnerships with outside organizations and a local university, the use of our indoor lab, and outdoor learning space with the school garden are used to enhance student learning. With a hands-on, inquiry-based approach, the students are engaged and encouraged to be creative, curious, open-minded and collaborative while developing their scientific skills and knowledge. The fourth grade program is designed to spark the students' sense of wonder where they ask questions and thinking critically to solve real world problems.

#### Essential Questions

- How do organisms live, grow, respond to their environment and reproduce?
- How do the structures of organisms enable life's functions?
- How do organisms grow and develop?
- How do organisms obtain and use matter and energy they need to live and grow?
- How do organisms detect, process and use information about the environment?
- How (and why) do organisms interact with their environment and what are the effects of these interactions?
- How do organisms interact with the living and nonliving environments to obtain matter and energy?
- How does the cellular structure of an organism relate to the function?
- How do matter and energy move through an ecosystem?
- What happens to ecosystems when the environment changes?
- How do organisms interact in groups so as to benefit individuals?
- What is biodiversity, how do humans affect it, and how does it affect humans?
- How and why is Earth constantly changing?
- How do Earth's major systems interact?
- How do the properties and movements of water shape Earth's surface and affect its systems?
- What regulates weather and climate?
- How do living organisms alter Earth's processes and structures?
- How do the Earth's surface processes and human activities affect each other?
- How do humans depend on Earth's resources?
- How do natural hazards affect individuals and societies?
- How do humans change the planet?
- How do people model and predict the effects of human activities on Earth's climate?
- How do engineers solve problem?
- What is a design for?
- What are the criteria and constraints of a successful solution?
- What is the process for developing potential design solutions?
- How can various design solutions be compared and improved?
- How are engineering, technology, science and society interconnected?
- What are the relationships among science, engineering, and technology?
- How do science, engineering, and the technologies that result from them affect the ways in which people live? How do they affect the natural world?

#### Skills Benchmarks

- Follows instructions and directions
- Observes keenly

- Uses space/time relationships
- Classifies
- Uses numbers (reading a scale, estimating, finding averages, operating with decimals)
- Measures accurately (length, area, volume, weight/force, mass, temperature)
- Calculates accurately
- Constructs data tables and graphs
- Communicates clearly
- Predicts
- Infers
- Understands controlling variables
- Interprets data
- Define operationally
- Formulates models
- Formulates hypotheses
- Understands experimenting and investigating
- Uses lab equipment safely and properly
- Asks questions

#### Units

- The Practice of Science and Scientific Knowledge
- From Molecules to Organisms: Structures and Processes (Plants, animals, humans, cells)
- Ecosystems: Interactions, Energy and Dynamics
- Earth's Systems
- Earth and Human Activity
- Engineering Design

#### Assessments

- Tests
- Quizzes
- Assignments/homework
- Evaluation of classroom/laboratory behavior, discussion, teamwork and attention to task
- Evaluation of contributions to the class
- Evaluation of projects
- Evaluation of scientific notebook
- Observation

### Grade 5 Science

#### Course Description

This is a general science course that covers a variety of topics including the practice of science as well as physical science, matter, energy and environmental education. Place-based field experiences, partnerships with outside organizations and a local university, the use of our indoor lab and outdoor learning space with the school garden are used to enhance student learning. With a hands-on, inquiry-based approach, the students are engaged and encouraged to be creative, curious, open-minded and collaborative while developing their scientific skills and knowledge. The fifth grade program is designed to spark the students' sense of wonder where they ask questions and thinking critically to solve real world problems.

#### Essential Questions

- How can one explain the structure, properties and interactions of matter?
- How do particles combine to form the variety of matter one observes?

- How do substances combine or change (react) to make new substances?
- How does one characterize and explain these reactions and make predictions about them?
- What forces hold nuclei together and mediate nuclear processes?
- How can one explain and predict interactions between objects and within systems of objects?
- How can one predict an object's continued motion, change in motion, or stability?
- What underlying forces explain the variety of interactions observed?
- Why are some physical systems more stable than others?
- How is energy transferred and conserved?
- What is energy?
- What is meant by conservation of energy?
- How is energy transferred between objects or systems?
- PS3.C: Relationship between Energy and Forces
- How are forces related to energy?
- If energy is conserved, why do people say it is produced or used?
- How are waves used to transfer energy and information?
- What are the characteristic properties and behaviors of waves?
- What is light?
- How can one explain the varied effects that involve light?
- What other forms of electromagnetic radiation are there?
- How are instruments that transmit and detect waves used to expand human senses?
- What is the universe, and what is Earth's place in it?
- What is the universe, and what goes on in the stars?
- What are the predictable patterns caused by Earth's movement in the solar system?
- How do engineers solve problem?
- What is a design for?
- What are the criteria and constraints of a successful solution?
- What is the process for developing potential design solutions?
- How can various design solutions be compared and improved?
- How are engineering, technology, science and society interconnected?
- What are the relationships among science, engineering, and technology?
- How do science, engineering, and the technologies that result from them affect the ways in which people live? How do they affect the natural world?

#### **Skills Benchmarks**

- Follows instructions and directions
- Observes keenly
- Uses space/time relationships
- Classifies
- Uses numbers (reading a scale, estimating, finding averages, operating with decimals)
- Measures accurately (length, area, volume, weight/force, mass, temperature)
- Calculates accurately
- Constructs data tables and graphs
- Communicates clearly
- Predicts
- Infers
- Understands controlling variables
- Interprets data
- Define operationally
- Formulates models
- Formulates hypotheses

- Understands experimenting and investigating
- Uses lab equipment safely and properly
- Asks questions

#### **Units**

- The Practice of Science and Scientific Knowledge
- Matter and Its Interactions
- Motion and Stability: Forces and Interactions
- Energy
- Waves and Their Applications in Technologies for Information Transfer
- Earth's Place in the Universe
- Earth and Human Activity
- Engineering Design

#### **Assessments**

- Tests
- Quizzes
- Assignments/homework
- Evaluation of classroom/laboratory behavior, discussion, teamwork and attention to task
- Evaluation of contributions to the class
- Evaluation of projects
- Evaluation of scientific notebook
- Observation

### **6th Grade Earth Science**

#### **Course Description**

The Earth Science class will have students exploring the physical changes that heat causes to matter. Students will experience and discover how this sets in motion all the events in the sky, water bodies, and underground. As a result, they will internalize habits of mind, vocabulary, and practices to engage analytically and critically with the world around them.

The course will be complemented with projects that will foment research, cooperation, computer skills, & problem solving.

#### **Essential Questions**

- How does the Sun's heat energy reach Earth?
- Why is Earth neither too cold nor too hot?
- How does heat drive the water cycle, wind, and weather?
- Why is the atmosphere so important?
- Why do different parts of Earth have different climates?
- What drives the currents in our oceans?
- What is Earth made of?
- How is a continent like a boat?
- How can one earthquake cause another?
- How do mountains and volcanoes form?
- How can one kind of rock change into another kind of rock?
- How do rivers shape the land?

#### **Skills Benchmarks**

- Identify and separate observations from opinions.
- Plan experiments and Isolate the independent variable.

- Take measurements and do conversions in the metric system.
- Store data, make graphs, and share results using spreadsheet software.
- Research a topic, extract key information, and code a presentation using block-coding software.
- Reflect on previously acquired knowledge to understand complex concepts.
- Predict the weather based on cloud observations.
- Relative date rocks and fossils
- Locate the epicenter of an earthquake
- Explain the reasons for the location and shapes of volcanoes and mountains

#### Units

- Science Tools, Energy, and Heat
- Water, Atmosphere, and Weather
- Exploring Earth
- The changing planet

#### Assessments

- Projects
- Tests
- Quizzes
- Homework
- Participation/Classwork

### 7th Grade Physical Science

#### Course Description

Physical Science is an introductory physics and astronomy course. At this level, the student studies, by means of laboratory activities, the concepts of force, work, energy, heat, and electricity. The second trimester is devoted to the study of astronomy and space exploration. Near the end of the 7th grade curriculum, the student constructs mental models of electricity and heat. These models are tested and modified according to new information gathered by the student.

The course is further supplemented by teacher designed activities and field trip opportunities each year. Activities have included introductions to model rocketry, robotics and coding, astrophotography and image processing, and aerospace engineering concepts. Field trips have included dark sky stargazing opportunities and visits to Kennedy Space Center.

#### Essential Questions

- How can we identify and measure forces?
- What are some major examples of forces?
- How can we identify and measure work being done?
- How can we identify and measure energy?
- What are the major forms and characteristics of energy?
- How can we observe energy conversions?
- What evidence is there for the conservation of energy during energy conversions?
- What evidence is there for the moving particle model for matter?
- How can we understand and describe our place in space and time?
- What technologies have enabled space exploration thus far, and what might future enabling technologies look like?

#### Skills Benchmarks

- Follows instructions and directions

- Observes keenly
- Uses space/time relationships
- Classifies
- Uses numbers (reading a scale, estimating, finding averages, operating with decimals)
- Measures accurately (length, area, volume, weight/force, mass, temperature)
- Calculates accurately (circumference/area of a circle, speed, density, work done, energy in a circuit, heat added)
- Constructs data tables and graphs
- Communicates clearly
- Predicts
- Infers
- Understands controlling variables
- Interprets data
- Defines operationally
- Formulates models
- Formulates hypotheses
- Understands experimenting and investigating
- Uses lab equipment (e.g., Bunsen burners) safely and properly

#### Units

- Forces, Motion, and Work
- Astronomy and Space Exploration
- Energy - Its Forms and Characteristics
- Conservation of Energy

#### Assessments

- Tests
- Quizzes
- Assignments/homework
- Evaluation of classroom/laboratory behavior and attention to task
- Evaluation of contributions to the class

### Pre-Chemistry - Grade 8

#### Course Description

This course is designed as an introductory chemistry course. Students will examine the role of chemistry in their own lives through facts, concepts, processes, principles, and relationships. Throughout each trimester a progressive approach to topics will be achieved, whereby fundamental chemistry lab skills, mathematical skills, and principles of chemistry are addressed.

#### Essential Questions

- How does the molecular structure of a material impact its properties on a micro and macro scale?
- What is the history of atomic structure?
- How can we quantify and predict the outcomes of chemical reactions?

#### Assessments

- In class group discussion questions and case studies
- Quizzes
- Assignments/homework
- Collaborative research Projects and presentation
- Individual and Group Lab Reports

- Evaluation of classroom/laboratory behavior and attention to task
- Trimester Exams

## Benchmarks

### A. Content

- What is matter made up of?
- What are the historical theories and understandings of atomic structure?
- How does the structure of an atoms determine its properties?
- How can the periodic table be used to identify atomic properties, and create various models of atoms molecules or compounds?
- How are trends in the periodic table related to electronic structure?
- How can different types of chemical reactions given the chemical equation be identified?
- What product would results from given reactants?
- How are models and experimental data used to explain what is happening on an atomic level?
- How do the attractive forces determine the physical properties of matter?
- How do the interactions of the electrons and nuclei of atoms determine their structure and properties?
- How are the trends in periodicity related to the their electronic structure?
- How are chemical bonds formed through attractive forces?
- What are the different ways to name chemical compounds?
- What are the different ways that show that mass is conserved in a chemical reaction?
- How can the ratio determined by a chemical reaction be used to calculate an unknown?
- How can we quantify mater on the atomic level?
- Why is the quoted number of significant figures important when presenting chemical data?
- Why is accuracy and precision important in chemistry?
- What are the characteristics of each type of chemical reactions?
- How does the temperature affect the rate of a reaction? How does concentration affect the rate of reaction?
- Why aren't all reactions occurring in one step?
- How does the presence of a catalyst affect the rate of a reaction?
- How does matter undergo changes and how do we use chemical equations to show this?
- What are the characteristics and reactions of acids and bases?
- How do buffers affect pH?

### B. Lab Skills

- Inquiry and investigative skills
- Plans and designs scientific questions, and procedures to test and record data
- Applies safety precautions and anticipates risks and hazards
- Uses data collection tools and software to collect and record and graph data sets and shows precision in the use of the tools
- Scientific analytical thinking skills
- Demonstrates use of analytical thinking skills at grater independence
- Is able to pose solutions to complex problems with an increasing level of complexity
- Demonstrates development in the engineering and design process as it pertains to design, creation, testing, and alterations.
- Demonstrates scientific analytical thinking skills when discussing within lab groups when working with less familiar material
- Skills and attributes of scientifically literate citizens
- Demonstrates understanding of the impact of science on society and debates and discusses the moral and ethical implications of some scientific developments, demonstrating respect for the views of others.
- Expresses informed views about topical scientific issues, including those featured in the media, based on evidence and demonstrating understanding of underlying scientific concepts.
- Demonstrates increased awareness of creativity and inventiveness in science and the use of technologies in

the development of sciences.

- Demonstrates understanding of the relevance of science to their future lives and the role of science in an increasing range of careers and occupations, including science, technology, engineering and mathematics (STEM) careers.

## Units

- Intro to Chemistry
- Analyzing Data
- Matter - Properties and Changes
- The Structure of the Atom
- The Periodic Table
- Ionic Compounds and Metals
- Covalent Bonding
- Chemical Reactions
- The Mole / Stoichiometry
- Energy
- Acids and Bases

## Textbook/ Resources

Buthelezi, Thandi, Dingrando, Laurel et al. Chemistry Matter and Change. McGraw Hill, 2013

## 9th Grade Biology

### Course Description

This course is designed as an introductory course in the study of life from the biochemical to ecological frame of reference which includes both a lecture and lab component. Throughout each trimester a progressive approach to laboratory and content will be achieved, whereby four principles will be addressed. All in all, an appreciation for the natural world and the interconnectedness among disciplines is a key intention for the year.

### Essential Questions

- How is structure related to function in biological levels of organization from atoms to organisms?
- How is the hereditary information in genes inherited and expressed?
- How do organisms interact and depend on each other and their environment for survival?
- How do all organisms maintain a biological balance between their internal and external environments?

### Assessments

- In class group discussion questions and case studies
- Quizzes
- Assignments/homework
- Collaborative research Projects and presentation
- Individual and Group Lab Reports
- Evaluation of classroom/laboratory behavior and attention to task
- Trimester Exams

## Benchmarks

### A. Content

- What are the parts of an ecosystem?
- How does an ecosystem respond to change?
- How do we know if something is alive?
- How does life result from cellular structure and function?
- How is structure related to function at all biological levels of organization?

- How do organisms maintain a biological balance between their internal and external environments?
- What are the advantages of multicellularity?
- What are the major distinctions between prokaryotic and eukaryotic cells?
- What are the two major groups of prokaryotes?
- How are Gram positive and Gram negative bacteria different?
- What are three ways that bacteria reproduce and adapt?
- Why is a virus not considered a living organism?
- How does DNA control growth and function of cells?
- How do cells grow and reproduce?
- How does DNA control growth and function of cells?
- How do we scientifically explain the evidence and mechanisms for biological evolution?
- How do organisms interact and depend on each other and their environment for survival?
- How does the process of evolution drives the diversity and unity of life?
- How do different organisms obtain and use energy to survive in their environment?
- How do engineers solve problem?
- How are engineering, technology, science and society interconnected?

#### B. Lab Skills

- Inquiry and investigative skills
- Plans and designs scientific questions, and procedures to test and record data
- Applies safety precautions and anticipates risks and hazards
- Uses data collection tools and software to collect and record and graph data sets and shows precision in the use of the tools
- Scientific analytical thinking skills
- Demonstrates use of analytical thinking skills at greater independence
- Is able to pose solutions to complex problems with an increasing level of complexity
- Demonstrates development in the engineering and design process as it pertains to design, creation, testing, and alterations.
- Demonstrates scientific analytical thinking skills when discussing within lab groups when working with less familiar material
- Skills and attributes of scientifically literate citizens
- Demonstrates understanding of the impact of science on society and debates and discusses the moral and ethical implications of some scientific developments, demonstrating respect for the views of others.
- Expresses informed views about topical scientific issues, including those featured in the media, based on evidence and demonstrating understanding of underlying scientific concepts.
- Demonstrates increased awareness of creativity and inventiveness in science and the use of technologies in the development of sciences.
- Demonstrates understanding of the relevance of science to their future lives and the role of science in an increasing range of careers and occupations, including science, technology, engineering and mathematics (STEM) careers.

#### Units

- Biology in the 21st Century
- Chemistry of Life
- Cell Structure and function
- Cells and Energy
- Cell Growth and Division
- Meiosis and Mendel
- Extending Mendelian Genetics
- Principles of Evolution
- The Evolution of Populations

- Principles of Ecology
- Interactions in the Ecosystem
- The Biosphere
- Human Impact on Ecosystems
- Tree of Life
- Viruses and Prokaryotes
- Human Systems and Homeostasis

#### Textbooks/ Resources

Nowicki, Stephen. Biology Houghton Mifflin Harcourt

Sheppard, Charles. Coral Reefs: A Very Short Introduction Oxford University Press



## SPORTS DEPARTMENT

The Physical Education program cultivates the physical, social and emotional needs of each individual through exercise and game play. The curriculum is designed to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. As students grow in self-awareness and confidence, they are empowered to transfer what they learn through play and sport to every-day situations.

The PE curriculum is based on the school-wide vision of our core values. In fourth and fifth grades, students work on acquired skills becoming less mechanical and more automatic during sport-specific game play. Importance is placed on responsible personal and social behavior. They are also introduced to the team sport concept.

The 6th-9th grade content standards emphasize working as a team to solve problems. The focus of these team sports is the application of movement skills and knowledge (including offensive and defensive strategies) to team physical activities, assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, strategies to improve health and performance; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, team sports and movement activity for a lifetime.

### Grade 4

Coed, multifaceted and traditional Physical Education program  
Large and small group games and activities, introduction to team sports.  
Sports: Tennis, Golf

### Grade 5

Coed, multifaceted and traditional Physical Education program  
Large and Small group games and activities, introduction to team sports concept.  
Sports: Tennis, Golf

### Grade 6

Team sports concept, games and matches played against other schools  
Boys Sports: Flag Football, Soccer, Basketball, Lacrosse, Tennis, Golf  
Girls Sports: Volleyball, Basketball, Soccer, Lacrosse, Tennis, Golf

### Grades 7-9

Junior Varsity Sports  
Varsity Sports - nine conference league play  
Try-out selection process  
Boys Sports: Flag Football, Soccer, Basketball, Lacrosse, Tennis, Golf, Fitness  
Girls Sports: Volleyball, Basketball, Field Hockey, Soccer, Lacrosse, Tennis, Golf, Fitness

### Benchmarks

Throw a variety of objects demonstrating both accuracy and distance- Flag football, frisbee, basketball.  
Consistently strike a ball using a golf club, tennis racket, field hockey stick or lacrosse stick so it travels in an intended direction and height- Tennis, golf, field hockey, lacrosse  
Hand dribble and foot dribble while preventing an opponent from stealing the ball- Basketball, soccer  
Consistently throw and catch a ball while being guarded by opponents- Frisbee, flag football, lacrosse, basketball

Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning- fitness, flag football, lacrosse, soccer  
Detect, analyze and correct errors in personal movement patterns- All sports  
Recognize that time and effort are prerequisites for skill improvement and fitness benefits- All sports  
Identify principles of training and conditioning for physical activity- All sports  
Identify benefits resulting from different forms of physical activities and sports- All sports  
Accept and respect the decisions made by coaches and game officials.

## WORLD LANGUAGE DEPARTMENT

The World Language Department's role is to enable students to communicate in a second language and foster knowledge and appreciation for diverse cultures. In the twenty-first century, it is imperative to communicate in more than one language and be understanding of cultural differences. The members of the World Language Department enable the students to interact and connect with others, express feelings and opinions, engage in conversations, as well as provide and obtain information.

### 4th Grade Chinese

#### Course Description

This class is designed to develop each student's reading, writing, listening, and speaking skills to an ACTFL novice-low level. It uses task-based learning, group-based activities, games, and guided practice to help the students build language proficiency. The primary goal for this class is to introduce the students to character writing, pinyin pronunciation, and high-frequency conversation patterns. The material for this course was designed by simplifying general topics identified in the Integrated Chinese textbook series, which will be used in sixth through ninth grade. The lessons focus on pre-teaching common themes that occur in real-life and are designed to develop authentic language scripts that occur in Mainland China.

#### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

#### Skills Benchmarks

Students will be able to:

- Ask and answer questions about simple food and drink items
- Use pinyin to pronounce Chinese characters.
- Use common adjectives to describe family members
- Ask and answer questions about what someone likes to watch
- Construct basic Subject+Verb+Object sentences
- Ask and answer questions about each family member's job
- Ask and answer questions about someone's nationality
- Ask and answer questions about going to locations in a school or city
- Ask and answer questions about activities using weekdays, months, and time
- Construct basic Subject+Time+Verb+Object sentences
- Ask basic questions using time words
- Ask and answer questions about an individual's age
- Ask and answer questions about the languages that an individual can speak
- Ask and answer questions about someone's favorite sport and hobby

#### Assessments

Informal assessments are given to the students while learning new material in the form of guiding questions, performance observation during activities, and analysis of written work.

#### Textbooks/Resources

All the material for this class was created using ACTFL World Languages Guidelines and the vocabulary found in the Integrated Chinese Textbook Series.

## 5th Grade Chinese

#### Course Description

This class is designed to develop each student's reading, writing, listening, and speaking skills to an ACTFL novice-mid level. It uses task-based learning, group-based activities, games, and guided practice to help the students build language proficiency. This course aims to increase each student's ability to use simple grammar constructions with high frequency vocabulary terms that will be seen in the Integrated Chinese textbook series, which will be used in sixth through ninth grade. By the end of this course students will be able to describe family members, talk about likes and dislikes, use numbers to express time, discuss locations using directional words, use basic measure words, talk about prices of items in a store, discuss countries and nationalities, and talk about common jobs. In addition, students will gain cultural knowledge about major Chinese festivals, Chinese calligraphy painting, Chinese cuisine styles, and the basic layout of cities and transportation.

#### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

#### Skills Benchmarks

Students will be able to:

- Ask and reply to questions about common objects and family members
- Describe family members using common adjectives
- Express ownership using possessive pronouns
- Use color terms as nouns and adjectives
- Express a desire for simple food and beverages
- Combine nouns to create new terms
- Use sequential time frames to ask and answer questions related to going places in a city
- Use numerical time frames to ask and answer questions about a class schedule
- Use the STVO grammatical formula
- Make positive negative questions
- Use separable verbs V+N./Adj.+O
- Ask and answer questions about a phone number
- Use measure words to talk about a desired number of items
- Ask and answer questions related to the cost of an item at a store or restaurant
- Use a specific time to ask and reply to questions related to a school class schedule
- Ask and reply to questions about someone's favorite hobby or sport
- Ask and answer questions about a person's nationality and language
- Ask and answer questions related to jobs and locations
- Use directional terms to ask directions and talk about the location of a place in a city

#### Assessments

- Informal Assessments are given to the students while learning new material in the form of guiding questions, performance observations during activities, and the analysis of written work.
- Formal Assessments are given to the students periodically when completing each unit. The students will take a written vocabulary quiz after completing the first section of each chapter in a unit. The students will take a written summative assessment after completing each chapter.
- Performance Assessments are given to the students two times per year. The students must communicate in the target language by integrating past learned content with recently completed material.

## Textbooks/Resources

All the material for this class was created using ACTFL World Languages Guidelines and the vocabulary found in the Integrated Chinese Textbook Series.

### 6th grade Chinese

#### Course Description

This class is designed to develop each student’s reading, writing, listening, and speaking skills to an ACTFL novice-high level. It uses task-based learning, group-based activities, games, and guided practice to help the students build language proficiency. The students use Integrated Chinese: Level 1, Part 1 as their primary textbook and carefully designed reinforcement worksheets will be used for grammar and vocabulary reinforcement. The lessons in this class focus on expanding high-frequency vocabulary and grammar knowledge that is essential for progressing to the novice-mid level. Topics covered in this class include: greetings, countries and nationalities, numbers and time, dates and schedules, hobbies, visiting friends, making appointments, studying Chinese, school life, shopping, and transportation. In addition, students will gain cultural knowledge about Chinese cuisine, national identity, geography, transportation, shopping, gift giving, calligraphy, and festivals in China.

#### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

#### Skills Benchmarks

Students will be able to:

- Exchange basic greetings and ask about someone’s nationality
- Ask about and describe family members
- Ask about and answer questions related to jobs
- Use dates and times to arrange for an event
- Invite someone to do an activity
- Use a verb + Object as an detachable compound
- Discuss hobbies and ask about weekend activities
- Visit and make compliments about a friend’s home
- Make phone calls and set up appointments to ask for help
- Make time expressions
- Use directional complements
- Make comments about assignments, study habits, and tests
- Make descriptive complements
- Use double objects
- Identify and use ordinal numbers when constructing sentences
- Use nouns and pronouns in continuous discourse
- Describe routines in the form of a diary entry or letter
- Shop for clothing and specify a desired size, color, and price
- Talk about how to get around in a city using public transportation
- Thank a friend for a ride through an email message

#### Assessments

- Informal Assessments are given to the students while learning new material in the form of guiding questions, performance observations during activities, and the analysis of written work.
- Formal Assessments are given to the students periodically when completing each unit. The students will take a written vocabulary quiz after completing the first section of each chapter in a unit. The students will take a written summative assessment after completing each chapter.

- Performance Assessments are given to the students two times per year. The students must communicate in the target language by integrating past learned content with recently completed material.

## Textbooks/Resources

Integrated Chinese: Level 1 Part 1 Textbook

Integrated Chinese: Level 1 Part 1 Workbook

### Grade 7 Chinese

#### Course Description

This class is designed to develop each student’s reading, writing, listening, and speaking skills to an ACTFL intermediate-low level. It uses task-based learning, group-based activities, games, and guided practice to help the students build language proficiency. The students use Integrated Chinese: Level 1, Part 2 as their primary textbook source and carefully designed reinforcement worksheets will be used for grammar and vocabulary reinforcement and carefully designed reinforcement worksheets will be used for grammar and vocabulary reinforcement. The lessons in this class focus on expanding the high-frequency vocabulary and grammar knowledge that is required for obtaining an intermediate-low language proficiency. Topics covered in this class include: weather, dining, asking for directions, attending a birthday party, seeing a doctor, relationships, renting an apartment, sports, travel, and being in an airport. In addition, students will acquire cultural knowledge about food etiquette, eastern medicine, tea, birthday customs, developing friendships, housing conditions, and public transportation in China.

#### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

#### Skills Benchmarks

Students will be able to:

- Ask and answer questions related to a weather forecast
- Know how to order food at a restaurant and in a cafeteria
- Ask and give directions between two places in a city
- Know how to organize and prepare gifts when attending a birthday party
- Know how to visit a hospital and discuss symptoms of an illness with a doctor
- Be able to set up a date to meet and turn down an invitation
- Use descriptive complements (II)
- Use potential complements
- Use directional complements (III)
- Specify a desired layout of rooms when finding and renting an apartment
- Know how to discuss personal habits in regard to sports and exercise
- Know how to discuss and plan an itinerary for a trip in China
- Know how to check-in and get around an airport in China

#### Assessments

- Informal Assessments are given to the students while learning new material in the form of guiding questions, performance observations during activities, and the analysis of written work.
- Formal Assessments are given to the students periodically when completing each unit. The students will take a written vocabulary quiz after completing the first section of each chapter in a unit. The students will take a written summative assessment after completing each chapter.
- Performance Assessments are given to the students two times per year. The students must communicate in the target language by integrating past learned content with recently completed material. The students are

also required to compose a short essay in the target language by applying all the concepts and vocabulary that were learned throughout the school year.

### Textbooks/Resources

- Integrated Chinese: Level 1 Part 2 Textbook
- Integrated Chinese: Level 1 Part 2 Workbook

## 8th Grade Chinese

### Course Description

This class is designed to develop each student’s reading, writing, listening, and speaking skills to an ACTFL intermediate-mid level. It uses task-based learning, group-based activities, games, and guided practice to help the students build language proficiency. The students use Integrated Chinese: Level 2, Part 1 as their primary textbook source and carefully designed reinforcement worksheets will be used for grammar and vocabulary reinforcement. The Secret Garden Graded Reader will be used as the primary reader source. News articles, podcasts, and videos will be used as secondary sources for authentic language practice. The lessons in this class focus on expanding the high-frequency vocabulary and grammar knowledge that is required for obtaining an intermediate-mid language proficiency. Topics covered in this class include: starting school, living in a dormitory, describing food flavors, buying necessities at a store, choosing classes in college, describing behaviors of people, technology and internet, work and income, after-school education programs, and the geography of China. In addition, students will acquire cultural knowledge about life as a student in China, housing options for students, Chinese cuisine styles, bargaining at a market, the Chinese education system, technology in China, and the geography of China.

### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

### Skills Benchmarks

Students will be able to:

- Discuss the advantages and disadvantages of living on a school campus
- Describe the furniture and describe an individual’s living quarters
- Describe the flavors and types of cuisine at a restaurant and make a dietary preference known
- Purchase clothing, bedding, and bath items at a department store
- Choose classes, college majors, and determining a career path after graduation
- Discuss an individual’s personality type, interests, and behavioral norms
- Discuss internet usage and reduce tensions in a conversation online
- Discuss part-time work, income, spending habits, and balancing a personal budget
- Talk about after-school education programs, present opinions, and talk about aspirations
- Talk about China’s geographic features, major cities, provinces, and tourism

### Assessments

- Informal Assessments are given to the students while learning new material in the form of guiding questions, performance observations during activities, and the analysis of written work.
- Formal Assessments are given to the students periodically when completing each unit. The students will take a written vocabulary quiz after completing the first section of each chapter in a unit. The students will take a written summative assessment after completing each chapter.
- Performance Assessments are given to the students two times per year. The students must communicate in the target language by integrating past learned content with recently completed material. The students are

also required to compose an essay in the target language by applying all the concepts and vocabulary that were learned throughout the school year.

### Textbooks/Resources

- Integrated Chinese: Level 2 Part 1 Textbook
- Integrated Chinese: Level 2 Part 1 Workbook
- The Secret Garden Chinese Graded Reader: Level 1

## 9th Grade Chinese

### Course Description

This class is designed to develop each student’s reading, writing, listening, and speaking skills to an ACTFL intermediate-high level. It uses task-based learning, group-based activities, games, and guided practice to help the students build language proficiency. The students use Integrated Chinese: Level 2, Part 2 as their primary textbook source and carefully designed reinforcement worksheets will be used for grammar and vocabulary reinforcement. Journey to the Center of the Earth Graded Reader will be used as the primary reader source. News articles, podcasts, and videos will be used as secondary sources for authentic language practice. The lessons in this class focus on expanding the high-frequency vocabulary and grammar knowledge that is required for obtaining an intermediate-high language proficiency. Topics covered in this class include: Chinese festivals, modern development in China, traveling in China, lifestyle and health, gender equality, protecting the environment and energy resources, money management and investment, Chinese history, attending an interview, and being a foreigner in China. In addition, students will acquire cultural knowledge about festivals that are celebrated in China, modern changes to customs and traditions, tourism in China, public health initiatives, gender equality in China, environmental protection in China, China’s financial system, and basic Chinese history.

### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

### Skills Benchmarks

Students will be able to:

- Discuss the customs and traditions associated with major Chinese holidays
- Describe common features and changes that have occurred in major cities and historical sites
- Create a travel itinerary and discuss things that a tourist may see when traveling
- Talk about an exercise routine, healthy eating habits, and other lifestyle choices that affect health
- Discuss gender equality in the workplace and current changes in household norms
- Talk about indicators of a clean environment and practices that are environmentally friendly
- Discuss money management, investment strategies, and spending habits
- Talk about the most important dynasties and historical figures in China and discuss their historical significance
- Discuss being a foreigner and adjusting to life in a different country

### Assessments

- Informal Assessments are given to the students while learning new material in the form of guiding questions, performance observations during activities, and the analysis of written work.
- Formal Assessments are given to the students periodically when completing each unit. The students will take a written vocabulary quiz after completing the first section of each chapter in a unit. The students will take a written summative assessment after completing each chapter.
- Performance Assessments are given to the students two times per year. The students must communicate in the target language by integrating past learned content with recently completed material. The students are

also required to compose an essay in the target language by applying all the concepts and vocabulary that were learned throughout the school year.

### **Textbooks/Resources**

Integrated Chinese: Level 2 Part 2 Textbook  
Integrated Chinese: Level 2 Part 2 Workbook  
Journey to the Center of the Earth Chinese Graded Reader: Level 2

### **4th Grade French**

#### **Course Description**

This course is for the student who wishes to begin learning French. It assumes that the students have minimal or no prior knowledge of the language and culture. It meets three times a week for 45 minutes. Students will be taught to express themselves in the target language and comprehend very simple statements and commands. Hands-on activities, games and songs will be used to reinforce the material. Students will begin to acquire the four skills of reading, writing, speaking, and listening. They will demonstrate beginning proficiency and build confidence to express basic ideas orally to be understood. The ultimate goal of studying French at this grade level will be enjoyment, awareness of the need for, and commitment to a language study.

#### **Essential Questions**

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

#### **Skills and Benchmarks**

Students will be able to:

- Understand and produce simple language in oral form to greet people.
- Answer questions and asks questions of others about identity.
- Give sequences such as the alphabet, numbers, days of the week, and months.
- Ask and answer simple questions about name, classroom objects, family, and rooms in a house.
- Use technology to present a project about a favorite pet or a room in the house.
- Develop collaborative projects (Ex : building a room and miniature house furniture in a cardboard house)
- Sing famous songs in French (Frère Jacques, Meunier tu Dors, Dans ma maison, Alouette...)

#### **Units**

- Unit 1: Alphabet, sounds, French names, subject pronouns
- Unit 2: Getting acquainted
- Unit 3: Days of the week, months of the year
- Describing a schedule in simple words.
- Unit 4: Classroom objects, describing your school belongings.
- Unit 5 : Animals
- Unit 6: Rooms in a house
- Unit 7 : France and its geography. Explore a map. Where have you traveled?
- Final review of main concepts

#### **Assessments**

Informal assessments are given to the students while learning new material in the form of guiding questions, performance observation during activities, and analysis of written work.

### **Textbooks/Resources**

Exploring French, Third Edition by Joan G. Sheeran- EMC 2008  
Workbook: Exploring French, Third Edition -EMC 2008  
Online resources (music, videos, educational websites)

### **5th Grade French**

#### **Course Description**

This course is for the student who continues to learn French from 4th grade or begins in 5th grade. It assumes that the students have minimal or no prior knowledge of the language and culture. The course meets five times a week for 45 minutes. All four areas of language development are provided: reading, listening, writing, and speaking. Students will focus on communicating about their immediate world and daily activities in the target language, read material on familiar topics, and write short compositions. Grammar will be addressed only in context and grammatical accuracy will be secondary to general communication. Hands-on activities, games, educational French websites and songs will be used to reinforce the material. Instruction is given primarily in the target language and in a variety of contexts to meet the needs of students.

#### **Essential Questions**

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

#### **Skills and Benchmarks**

Students will be able to:

- Use sequences such as the alphabet, numbers, days of the week, months and numbers
- Understand and produce simple language in oral or written form to greet people and introduce oneself.
- Learn to communicate through mini-dialogues to develop fluency, confidence, articulation and pronunciation skills.
- Answer questions and asks questions of others about name, identity, family, weather, common daily activities (shopping for food at a market, and ordering food at a restaurant, food preference)
- Use technology to present a project about a favorite sport, a pet(s), vegetables and fruit they like.

#### **Units**

- Unit 1: Review alphabet, sounds, French names, subject pronouns
- Unit 2: Getting acquainted, how to describe myself
- Unit 3: Family names of family members (Describing your family in simple sentences)
- Unit 4: Classroom objects- describing the French classroom
- Unit 5 : Weather expressions, seasons and months, make a calendar
- Unit 6: Daily activities and favorite sports (Describe your favorite sports)
- Unit 7 : How to describe people and different objects
- Unit 8 : Food and meals
- Final Review

#### **Assessments**

- Performance assessments for dialogues, discussions, dictations and listening activities.
- Workbook exercises with some written homework formally assessed.
- Oral presentations in class (Who am I ? Weather map in France (describe the weather in different regions and cities of France), My favorite activities, My family life, My pet(s), What I like to eat: vegetables, fruit & most common food)
- Written quizzes and chapter tests

**Textbooks/Resources**

Exploring French, Third Edition by Joan G. Sheeran EMC 2008  
 Workbook: Exploring French, Third Edition- EMC 2008  
 Online resources (music, videos, educational websites)

**6th Grade French****Course Description**

This course is for the student who continues to learn French from 4th and 5th grade or begins in 6th grade. It assumes that the students have minimal knowledge of the language and culture. The course meets five times a week for 45 minutes. All four areas of language development are developed: reading, listening, writing, and speaking. Students will focus on communicating about their immediate world and daily activities in the target language, read material on familiar topics, and write short compositions. Grammar will be addressed only in context and grammatical accuracy will be secondary to general communication. Hands-on activities, games and songs will be used to reinforce the material. Instruction is given in the target language and in a variety of contexts to meet the needs of students.

**Essential Questions**

- Why communicate in a language other than English?
- What is the importance of learning French?
- What are the skills you need to communicate in French?

**Skills and Benchmarks**

The students will be able to:

- Use sequences such as the alphabet, numbers, days of the week, and months.
- Understand and produce simple language in oral or written form to greet people.
- Learn to communicate through mini-dialogues to develop fluency, confidence, articulation and pronunciation skills.
- Answer questions and asks questions of others about name, identity, family, weather and common daily activities.
- Develop fluency through directed dialogues and short oral presentations.
- Use technology to present projects (my family, a famous monument of France, my pet, my favorite sports, my clothing preferences)
- Develop collaborative projects (Ex : building a replica of the Eiffel Tower/or another famous monument of Paris, or build a room in a house, or shops in a city)

**Units**

- Unit 1 : Review alphabet, vowel sounds, French names, subject pronouns
- Review how to get acquainted with others. How to express numbers and time.
- Unit 2: Family names, family members, verb « to have »
- Describe your family in simple sentences.
- Unit 3: Weather map, how to present the weather in French
- Unit 4 : Favorite sports and activities. How to ask someone what his favorite activity is in a given season.
- Unit 4 : Bon appétit (food and restaurant vocabulary)
- Unit 5: Parts of the body, how to describe your eye and hair color
- Unit 6 : Animals and pets
- Unit 7 : How to describe people and different objects
- Unit 8 : Common clothing, colors, and accessories
- Unit 9 : Monuments of France / build a replica of The Eiffel Tower

**Assessments**

- Performance assessments for dialogues, discussions, dictations and listening activities.
- Workbook exercises, written homework (short compositions)
- Oral presentations in class.
- Written quizzes and chapter tests.
- Trimester Tests

**Textbooks/Resources**

Exploring French, Third Edition by Joan G. Sheeran- EMC 2008  
 Workbook: Exploring French, Third Edition- EMC 2008  
 Online resources (music, videos, educational websites)

**7th Grade French****Course Description**

French I offers the basic structure of the language and of the culture and geography of the French-speaking world. The course covers half of the material presented in level 1. Students focus on the four skills areas of speaking, listening, reading and writing. From early in the course students learn to discuss simple everyday topics such as identity, school objects, numbers, time, seasons and weather, family, sports, and simple food items. Learning is enhanced through the use of a colorful textbook, a workbook, videos, online activities, and learning games. Class activities incorporate authentic texts such as newspapers, advertisements, songs and children's stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Francophone world.

**Essential Questions**

- What is the importance of learning a World Language?
- How will my life benefit from learning a World Language?
- Why participate in multilingual communities at home and around the world?

**Skills and Benchmarks**

Students will be able to:

- Understand and produce simple language in oral or written form.
- Answer questions and asks questions of others.
- Know sequences such as the alphabet, numbers, days of the week, months, and seasons.
- Ask and answer questions about time.
- Use appropriate greetings and leave-takings.
- Give personal information (friends, family, age, birthdays).
- React in a social situation (understands levels of speech, formal and informal situations)
- Seek information understanding how to address people (familiarily or respectfully)
- Understand and respond appropriately, in oral and written form, to a question (yes/no or either /or) about favorite activities and sports.
- Use present tense, immediate past (venir de+inf.) , and near future (aller+infinitif).
- Show in oral and written form, a response to an oral or written question, a situation or a visual aid.
- Give descriptions of items using simple adjectives.
- Express likes and dislikes, agreement or disagreement.
- Give information from cultural materials (songs, poems, rhymes).
- Recognize some current events in the Francophone world.
- Identifies situations and resources in which language skills and cultural knowledge may be applied beyond the classroom.

## Units

- Chapter 1: Alphabet, sounds, French names, subject pronouns, indefinite and definite articles, plurals of nouns, irregular verb avoir.
- Chapter 2: Regular –ER verb to like, definite articles, –er verb conjugation, irregular plurals, contractions with à and de conjunctions, questions with est-ce que and inversions.
- Chapter 3: Family, irregular verb être, adjective agreement, possessive adjectives, contractions with de, c’est vs. il/elle est. Describing your family.
- Chapter 4: -re verbs, some irregular –er verbs, adjectives as nouns, agreement with numbers.
- Chapter 5: the verb faire, question words, adverbs, the verb aller and the futur proche, venir and the recent past.
- Chapter 6: Partitive articles with food, -ir verbs, the verbs vouloir, prendre and boire, the imperative form.

## Assessments

- Workbook exercises, daily homework
- Chapter vocabulary and grammar quizzes
- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations (Dans mon sac à dos il y a (in my backpack there are...) Mes activités favorites (my favorite activities), Voici ma famille..(My family) Research on geography of France and the Francophone country, presentation on a French-speaking country.
- Understand the history of some French colonies and discuss French influence in our world. (Un pays francophone de mon choix..)
- Demonstrate a thorough and solid understanding of previously learned vocabulary and grammar taught.
- Combine communicative functions, grammar, culture, and vocabulary to review for Final Exam.
- National French Exam (Le Grand Concours National 7th- 9th)

## Textbooks/Resources

French 1 – Bien Dit Textbook, 2008, Holt McDougal

Workbook : French 1 – Bien Dit Workbook, 2008, Holt McDougal

Online resources (podcasts, music, videos, movies, educational websites)

## 8th Grade French

### Course Description

French in 8th grade is a continuation and completion of French I. The class focuses on expanding the vocabulary and acquiring new grammar competencies through the four skills areas of speaking, listening, reading and writing. Class activities incorporate authentic texts such as newspapers, advertisements, short novels, songs and children’s stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Francophone world. This course is a preparation for French II coursework in 9th grade. It is a prerequisite to French II.

### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

### Skills and Benchmarks

Students will be able to:

- Understand and produce language in oral or written form.

- Exchange spoken and written information in French.
- Demonstrate understanding of simple spoken and written language presented through a variety of media in French, based on a variety of topics.
- Interpret verbal and nonverbal cues to understand simple spoken and written messages in French.
- Present information orally and in written form containing a variety of vocabulary, phrases and grammatical patterns.
- Give information from cultural materials (songs, poems, rhymes).
- Understand the significance of culture through comparisons of the Francophone cultures studied in class and the students’ own culture.
- Recognizes and discuss current events in the Francophone world.
- Identifies situations and resources in which the language skills and cultural knowledge may be applied beyond the classroom

## Units

- Chapter 6 (review): Partitive articles with food, -ir verbs, the verbs vouloir, prendre and boire, the imperative form.
- Chapter 7: Les vêtements : demonstrative and interrogative adjectives, the verb mettre, passé composé of –er and irregular verbs.
- Chapter 8: Les corvées à la maison: le passé composé with être verbs pouvoir , devoir, dormir, sortir and partir, passé composé of –ir and -re verbs, passé composé with être, -yer verbs.
- Chapter 9: Verbs voir, savoir and connaître,
- Questions using inversion.
- Chapter 10: Enfin les vacances ! Travel items, countries
- The present tense of the subjunctive
- Train, planes and automobiles (learn vocab of the car & driving)
- Appeler and épeler
- Révision pour l’examen final. Review all tenses and all irregular verbs

## Assessments

- Workbook exercises, daily homework,
- Chapter vocabulary and grammar quizzes
- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations (Le menu de mon restaurant favori (menu of my favorite restaurant) Mes vêtements favoris (my favorite clothing), Voici ma maison et mes corvées.(My house and the chores I do) Research on a French important person, do a presentation on a French-speaking artist, writer, painter, scientist.. of your choice. Understand the history of past France’s influence in the world and discuss present French influence in our world: Une personne francophone de mon choix.
- Demonstrate a thorough and solid understanding of previously learned vocabulary and grammar taught in Seventh Grade French.
- Combine communicative functions, grammar, culture, and vocabulary to review for Final Exam.
- National French Exam (Le Grand Concours National 7th- 9th)

## Textbooks/Resources:

French 1 – Bien Dit Textbook, 2008, Holt McDougal

Workbook: French 1 – Bien Dit Workbook, 2008, Holt McDougal

Extracts of “Le Petit Prince” by Antoine de St Exupéry

Pauvre Anne (Ch1-8)

Online resources (podcasts, music, videos, movies)

## French II and French II Honors

### Course Description

The second year of study continues to emphasize the development of listening and speaking skills, while giving increased attention to the development of reading and writing skills. All basic grammar concepts are introduced and various aspects of French culture are integrated throughout the course. Class activities incorporate authentic texts such as newspapers, advertisements, short novels, songs and children's stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Francophone world.

### Prerequisite to French II Honors

To be eligible for this course, 8th and 9th grade students must have an average of 90% or above in their world language class and pass a comprehensive skills level assessment.

### French II Honors

Honors classes are geared for students who excel in a second language. Placement is based on the students' achievement and a teacher's recommendation.

Honors classes provide students with opportunities to develop their own ideas, discuss current events and improve all skills as well as establish a discipline of work essential to the students' own success.

This course permits the student to cover material at a more rapid rate and to do in-depth work. Students develop their skills through discussions and written compositions. Participation in class discussion and role playing are an integral part of the class as students work to increase their fluency. Tests, regular assessments, as well as page-long compositions, accompany each unit. Students in Honor classes are expected to participate at a more sophisticated level.

### Honor Classes World Language Requirements

- In order to stay in a World Language Honor Class, students must maintain an average of 90% or above each trimester.
- Students regularly show progress in all four skills through testing in reading, listening, speaking and writing.
- Students are actively involved using the target language in class discussions, reading authentic literary selections and completing all assigned projects.
- Students participate in World Language activities and, when possible, serve as student tutors for younger students.
- Students demonstrate a commitment to the study of the language and culture of their choice and express a desire to continue their study of the language beyond our school.

### Essential Questions

- Why communicate in a language other than English?
- How will my life benefit from learning a World Language?
- How does life in a French-speaking country compare with life in the United States?

### Skills and Benchmarks

Students will be able to:

- Understand and produce more complex language in oral or written form.
- Exchange spoken and written information in French.
- Demonstrate understanding of more complex spoken and written language presented through multiple media in French, based on a variety of current topics.
- Interpret verbal and nonverbal cues to understand simple spoken and written messages in French.
- Present information orally and in written form containing a variety of vocabulary, phrases, and tenses, with correct grammatical patterns.

- Write a letter in French style, understand how to begin and end a formal letter.
- Give information from cultural materials (songs, poems, rhymes).
- Understand the significance of culture through comparisons of the Francophone cultures studied and the students' own culture.
- Recognizes major current events in the Francophone world.
- Identifies situations and resources in which the language skills and cultural knowledge may be applied beyond the classroom

### Units

- Chapter 1: Ma famille
- Review of present tense of all 3 groups of verbs (-ER,-RE,IR) and irregular verbs (avoir/être, faire, aller, venir) and adjective agreement
- Chapter 2: On fait la fête
- Passé composé with avoir/être, offrir, couvrir, découvrir negative expressions
- Chapter 3: Faisons les courses
- Partitive, y, en, contractions with à and de
- Chapter 4 : Au lycée
- Object pronouns with passé composé (agreements)
- Negative expressions (ne...rien, ne personne, ne jamais...)
- Recevoir, décevoir, suivre
- Il y a, ça fait...que and depuis to express time that is passed
- Chapter 5: Une journée typique: Reflexive verbs (present/passé composé), s'appeler/ se lever, tout (and all its different forms)
- Chapter 6: Le bon vieux temps
- Imparfait, passé composé/ imparfait, comparative/ superlatives
- Chapter 7: Un week-end en plein air
- Passé composé/ imparfait, être en train de, passé composé (avoir or être), future, future of irregular verbs
- Chapter 8 : Es-tu en forme ?
- Subjunctive of regular/irregular verbs, conditional, si clauses
- Chapter 9: On s'amuse
- Relative pronouns (qui/que/dont), present participles,
- C'est/ Il est, interrogative pronouns, comparatives/ superlatives
- Chapter 10 : Partons en vacances !
- Object pronouns - Si clauses -Expressing necessity- Subjunctive in context
- Final review of all tenses

### Assessments

- Workbook exercises, daily homework
- Chapter vocabulary and grammar quizzes
- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations (Ma fête favorite française (My favorite French celebration) Une comparaison de la vie d'un lycéen français et d'un lycéen American (life in a French high school compared with life in an American high school)
- Research on a French-speaking writer, presentation on a French-speaking writer or artist of your choice. Understand his/her influence and thoughts.



- Demonstrate a thorough and solid understanding of previously learned vocabulary and grammar taught in French I.
- National French Exam (Le Grand Concours National 7th- 9th)

**Textbook:**

French II – Bien Dit Textbook level 2, 2008, Holt McDougal

Workbook: French II – Bien Dit Workbook level 2, 2008, Holt McDougal

Readers: Extracts of :“Le Petit Prince” by Antoine de St Exupéry.

Online resources (podcasts, music, videos, movies)

**4th Grade Spanish**

**Course Description**

This course is for the student who wishes to begin to explore Spanish. It assumes that the students have minimal or no prior knowledge of the language and culture. It meets three times a week for 45 minutes. Students will be taught to express themselves in the target language and comprehend very simple statements and commands. Hands-on activities, games and songs will be used to reinforce the material. Students will begin to acquire the four skills of reading, writing, speaking, and listening.

**Essential Questions**

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

**Skills and Benchmarks**

- Understand and produce simple language in oral form.
- Ask and answer simple questions.
- Students will be able to use:
  - Family, classroom & school vocabulary
  - -AR Verbs to create simple sentences
  - Negative sentences and questions
  - Definite and Indefinite articles
  - Making sentences plural
  - Numbers
  - Telling Time
  - -ER Verbs to create simple sentences
  - Adding details to simple sentences using adjectives
  - The verb Ser

**Assessments**

Informal assessments through observations, games, activities, and workbook exercises.

**Textbooks/Resources**

Spanish is Fun Book 1, Textbook and Workbook

**5th Grade Spanish**

**Course Description**

This course is for the student who continues to learn Spanish from 4th grade or begins in 5th grade. It assumes that the students have minimal or no prior knowledge of the language and culture. The course meets five times a week for 45 minutes. All four areas of language development are provided: reading, listening, writing, and speaking. Students will focus on communicating about their immediate world and daily activities in the target

language, read material on familiar topics, and write short compositions. Grammar will be addressed only in context and grammatical accuracy will be secondary to general communication. Hands-on activities, games and songs will be used to reinforce the material.

**Essential Questions**

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

**Skills and Benchmarks**

Students will:

- Understand and produce simple language in oral form.
- Ask and answer simple questions.

Students will be able to use:

- Add details to simple sentences using adjectives
- The verb Ser; Trades and professions
- -IR Verbs to create simple sentences
- Expressions with the verb estar
- Ser vs. estar
- Days and Months of the year
- Expressions with the verb tener
- Body parts
- Weather expression and seasons
- The verb hacer
- Possessive adjectives
- Food
- The verb gustar

**Assessments**

- Informal assessments through observations, games, activities, and workbook exercises.
- Formal assessments:
  - Quizzes
  - Tests
  - Projects

**Textbooks/Resources**

Spanish is Fun Book 1, Textbook and Workbook

**Spanish I-A**

**Course Description**

Spanish I-A offers the basic structure of the language and of the culture and geography of the Spanish-speaking world. The course covers half of the material presented in level 1. Students focus on the four skills areas of speaking, listening, reading and writing. From early in the course students learn to discuss simple everyday topics such as activities with friends and family, classroom and school, food, and hobbies. Learning is enhanced through the use of a colorful textbook, a workbook, videos, online activities, and learning games. Class activities incorporate authentic texts such as newspapers, advertisements, songs and children’s stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Spanish world.

### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

### Skills and Benchmarks

Students will:

- Understand and produce simple language in oral or written form.
- Answer questions and asks questions of others.
- Seek information.
- Show in oral and written form, a response to an oral or written question, a situation or a visual aid.

Students will be able to use:

- Use infinitives, make negative statements
- Adjectives, definite and indefinite articles, word order
- Subject pronouns
- The present tense of -AR verbs
- The verb estar
- Plurals of nouns and articles
- The present tense of -ER and -IR verbs
- Me gusta(n) and me encanta(n)
- Plurals of adjectives
- The verb ser
- The verb ir (to go)
- Interrogative words
- Ir a + infinitive
- Stem-changing verbs u → ue

### Assessments

- Workbook exercises, daily homework
- Chapter vocabulary and grammar quizzes
- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations
- Projects
- Final Exam
- National Spanish Exam (7th thru 9th grade)

### Textbooks/Resources

Realidades A or Realidades 1

Realidades A Core/Guided Workbook or Realidades 1 Core/Guided Workbook

Realidad y Fantasia, Primer Libro, Ahora Scholastic Magazine, ¿Que Tal? Scholastic Magazine

## Spanish I-B

### Course Description

Spanish I-B offers the basic structure of the language and of the culture and geography of the Spanish-speaking world. The course covers second half of the material presented in level 1. Students focus on the four skills areas of speaking, listening, reading and writing. From early in the course students learn to discuss simple everyday topics such as celebrations, house, shopping, vacations, media. Learning is enhanced through the use of a col-

orful textbook, a workbook, videos, online activities, and learning games. Class activities incorporate authentic texts such as newspapers, advertisements, songs and children's stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Spanish world.

### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

### Skills and Benchmarks

Students will:

- Understand and produce simple language in oral or written form.
- Answer questions and asks questions of others.
- Seek information.
- Show in oral and written form, a response to an oral or written question, a situation or a visual aid.

Students will be able to use:

- The verb tener
- Possessive adjectives
- Irregular verbs in the YO form: venir, tener, poner
- The verbs ser and estar
- Comparisons and superlatives
- Stem-changing verbs from o → ue
- Affirmative tú commands
- The present progressive
- Stem-changing verbs from e → ie
- Demonstrative adjectives
- -AR verbs in the preterite YO form; -car, -gar, -zar
- Direct object pronouns
- -ER and -IR verbs in the preterite
- The preterite of the verb ir
- Personal A
- Indirect object pronouns
- The verb decir
- The verbs hacer and dar
- Acabar de + infinitive
- Verbs similar to gustar
- Stem-changing verbs from e → i; pedir and servir
- Saber and conocer

### Assessments

- Workbook exercises, daily homework
- Chapter vocabulary and grammar quizzes
- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations
- Projects
- Final Exam
- National Spanish Exam (7th thru 9th grade)

## Textbooks/Resources

Realidades 1

Realidades 1 Core/Guided Workbook

Realidad y Fantasia, Primer Libro, Ahora Scholastic Magazine, ¿Que Tal? Scholastic Magazine

## Spanish II-A

### Course Description

Spanish II-A allows for important review and reteaching. Students expand their vocabulary, grammar, and cultural understanding as they revisit a variety of themes in greater depth. The themes include school routine, special events, and community. Learning is enhanced through the use of a colorful textbook, a workbook, videos, online activities, and learning games. Class activities incorporate authentic texts such as newspapers, advertisements, songs and children's stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Spanish world.

### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

### Skills and Benchmarks

Students will:

- Understand and produce simple language in oral or written form.
- Answer questions and asks questions of others.
- Seek information.
- Show in oral and written form, a response to an oral or written question, a situation or a visual aid.

Students will be able to use:

- Stem-changing verbs
- Affirmative and Negative Words
- Making Comparisons
- The verb saber and conocer
- Hacer + Time expressions
- Reflexive verbs
- Ser and Estar
- Possessive adjectives
- Preterite of regular verbs
- Demonstrative adjective
- Using adjectives as nouns
- Direct object pronouns
- Irregular preterite verbs
- Regular affirmative Tu Commands
- Present progressive irregular forms

### Assessments

- Workbook exercises, daily homework
- Chapter vocabulary and grammar quizzes
- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations

- Projects
- Final Exam
- National Spanish Exam (7th thru 9th grade)

## Textbooks/Resources:

Realidades 2

Realidades 2 Core/Guided Workbook

Ahora Scholastic Magazine, ¿Que Tal? Scholastic Magazine

## Spanish II-B

### Course Description

Spanish II-B allows for important review and reteaching. Students expand their vocabulary, grammar, and cultural understanding as they revisit a variety of themes in greater depth. The themes include events from the past, news, television and movies, culinary, travel, and the future. Learning is enhanced through the use of a colorful textbook, a workbook, videos, online activities, and learning games. Class activities incorporate authentic texts such as newspapers, advertisements, songs and children's stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Spanish world.

### Essential Questions

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

### Skills and Benchmarks

Students will:

- Understand and produce simple language in oral or written form.
- Answer questions and asks questions of others.
- Seek information.
- Show in oral and written form, a response to an oral or written question, a situation or a visual aid.

Students will be able to use:

- Imperfect tense of regular verbs
- Imperfect tense of irregular verbs
- Indirect Object Pronouns and verb usage
- Preterite and Imperfect
- Reciprocal actions
- Preterite of irregular verbs
- Imperfect progressive and preterite
- Preterite of -ir stem-changing verbs
- Present perfect
- Negative Tu Commands
- Impersonal Se
- Usted and Ustedes Commands
- Uses of Por
- Present Subjunctive of regular, irregular, and stem-change
- Future tense of regular and irregular verbs

### Assessments

- Workbook exercises, daily homework
- Chapter vocabulary and grammar quizzes

- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations
- Projects
- Final Exam
- National Spanish Exam (7th thru 9th grade)

#### **Textbooks/Resources**

Realidades 2  
 Realidades 2 Core/Guided Workbook  
 Ahora Scholastic Magazine, ¿Que Tal? Scholastic Magazine

### **Spanish III**

#### **Course Description**

Spanish III offers thought-provoking themes that integrate rich vocabulary groups and a thorough presentation of grammar. The activities combine communication, culture, and cross-curricular content using literature and poetry to enhance their understanding. Themes include outdoor activities, the arts, health and nutrition, interpersonal relationships, jobs and the community, archeological sites, architecture and history, environment awareness, rights and responsibilities as a citizen. Learning is enhanced through the use of a colorful textbook, a workbook, videos, online activities, and learning games. Class activities incorporate authentic texts such as newspapers, advertisements, songs and children’s stories, as well as teacher-prepared material to challenge students to think critically. Culture is fully integrated into the class with an emphasis on the diverse cultures of the Spanish world.

#### **Essential Questions**

- What is the importance of learning a second language?
- How does culture impact your understanding of the world?
- Why participate in multilingual communities at home and around the world?

#### **Skills and Benchmarks**

Students will:

- Understand and produce simple language in oral or written form.
- Answer questions and asks questions of others.
- Seek information.
- Show in oral and written form, a response to an oral or written question, a situation or a visual aid.

Students will be able to use:

- Preterite verbs with change from i → y
- Preterite of irregular verbs
- Preterite of stem-change verbs
- Imperfect
- Preterite v. Imperfect
- Estar and Participle
- Ser and Estar
- Verbs with different meaning in the preterite and imperfect
- Affirmative Tu Commands
- Negative Tu Commands
- Affirmative and Negative Usted and Ustedes Commands

- Present Subjunctive of regular, irregular, and stem-change
- Uses of Por and Para
- Nosotros Commands
- Possessive Pronouns
- Present Perfect
- Past Perfect
- Present Perfect of Subjunctive Verbs
- Adjectives and Demonstrative Pronouns
- The Future Tense
- The future tense with probability
- The Future Perfect
- Uses of direct and indirect objects
- The present and present perfect of the subjunctive
- Pero and Sino
- The Subjunctive in adjective clauses
- The Conditional
- The Imperfect Subjunctive
- Conjunctions with the Subjunctive and Indicative
- The Relative Pronouns
- The Passive Voice
- Past Perfect of the Subjunctive
- The Perfect Conditional

#### **Assessments**

- Workbook exercises, daily homework
- Chapter vocabulary and grammar quizzes
- Chapter Tests
- Trimester Tests
- Performance assessments for dialogues, discussions, dictations and listening activities.
- Short paragraphs and written assignments.
- Oral presentations
- Projects
- Final Exam
- National Spanish Exam (7th thru 9th grade)

#### **Textbooks/Resources**

Realidades 3  
 Realidades 3 Core/Guided Workbook  
 Spanish Stories by Angel Flores  
 Ahora Scholastic Magazine, ¿Que Tal? Scholastic Magazine

