



Palm Beach Day Academy
Upper School – Grades 4-9

Curriculum Guide

2022-2023

Table of Contents

<u>English Department</u>	3
<u>Fine Arts Department</u>	21
<u>History Department</u>	37
<u>Math Department</u>	46
<u>Science Department</u>	73
<u>Athletics Department</u>	81
<u>World Language Department</u>	82

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 students 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.

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: *Junior Great Books Series 4, Book One*

Unit concepts include: read aloud fluently, annotate a text, interpret word meaning, recall facts and cite details, generate ideas about meaning, infer, evaluate, and revise ideas, find evidence to support ideas, routinely write notes and questions, organize, develop, and support ideas, edit and revise writing with peer review, use different writing forms for different purposes

Unit 2: Novel Study - *Wonder* by R.J. Palacio

Unit concepts include: characterization and character development, point of view, tone, style; friendship, empathy & kindness, rite of passage, figurative language; building vocabulary

Unit 3: *Junior Great Books Series 4, Book Two*

Unit concepts include: read aloud fluently, annotate a text, interpret word meaning, recall facts and cite details, generate ideas about meaning, infer, evaluate, and revise ideas, find evidence to support ideas, routinely write notes and questions, organize, develop, and support ideas, edit and revise writing with peer review, use different writing forms for different purposes

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

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

Writing

Teachers College Writers Workshop; Units of Study in Opinion/Argument, Information, and Narrative Writing for Grade 4

Textbooks/Resources

- *Pearson Spelling Workout Level D*
- *Sadlier-Oxford Grammar Workshop, Level Orange*
- *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

Focus Standards

1. Close-read, understand, discuss, and write about fiction and non-fiction texts.
2. Cite text evidence to support analysis of what the text says explicitly and make inferences.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. 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.
5. Recognize and control mechanical errors in writing.
6. Determine a theme or central idea of a text and how it is conveyed through particular details.
7. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
8. Define, locate, and properly use all eight parts of speech.
9. 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 - *Stella by Starlight*, Sharon M. Draper

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 (each year, the novel is teacher choice)

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
- Punctuation

Writing

Teachers College Writers Workshop; Units of Study in Opinion/Argument, Information, and Narrative Writing for Grade 5

Textbooks/Resources

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

1. Close-read, understand, discuss, and write about fiction and non-fiction texts.
2. Cite text evidence to support analysis of what the text says explicitly and make inferences.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. 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.
5. Recognize and control mechanical errors in writing.
6. Determine a theme or central idea of a text and how it is conveyed through particular details.
7. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
8. Define, locate, and properly use all eight parts of speech.

9. 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 - *Stella by Starlight*, Sharon M. Draper

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 (each year, the novel is teacher choice)

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

Writing

Teachers College Writers Workshop; Units of Study in Opinion/Argument, Information, and Narrative Writing for Grade 5

Textbooks/Resources

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

1. Define, locate, and properly use all eight parts of speech.
2. 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.
3. Close-read, understand, discuss, and write about fiction and non-fiction texts.
4. Cite text evidence to support analysis of what the text says explicitly and make inferences.
5. Recognize and control mechanical errors in writing.
6. Determine a theme or central idea of a text and how it is conveyed through particular details.
7. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
8. Learn nine structural models (note taking, writing paragraphs, stories, simple reports, writing from pictures, research reports, creative writing, essays, and critiques) to help them organize any type of composition. Additionally, stylistic techniques (strong verbs, quality adjectives, sentence openers, and more) are taught incrementally to gently move students from the basics into more sophisticated writing.

Course Planner

Unit 1: Novel Study - *Stella by Starlight*, Sharon M. Draper

Unit concepts include: story elements (plot, setting, character, and theme), point of view, problem solving, imagery, character development, sensory language.

Unit 2: December Novel Study (each year, the novel is teacher choice)

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*, and time permitting, Jim Uhls, *Heroes, Gods and Monsters of the Greek Myths*, Bernard Evslin

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 - *The Westing Game*, Ellen Raskin

Unit concepts include: story elements (plot, setting, character, and theme), point of view, problem solving, imagery, character development, sensory language, loyalty and courage.

Unit 5: 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

Grammar

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

Writing

Teachers College Writers Workshop; Units of Study in Opinion/Argument, Information, and Narrative Writing for Grade 5

Textbooks/Resources

Sadlier Oxford *Vocabulary Workshop* Level A

6th Grade English

Course Description

In sixth grade English students continue to work on developing reading fluency and analyzing text. 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?
- How can reading help us develop empathy and respect for others?

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

1. Close-read, understand, discuss, and write about fiction and non-fiction texts.
2. Cite text evidence to support analysis of what the text says explicitly and make inferences.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. 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.
5. Recognize and control mechanical errors in writing.
6. Determine a theme or central idea of a text and how it is conveyed through particular details.

7. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
8. Define, locate, and properly use all eight parts of speech.
9. 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, and “Thank You Ma’am” by Langston Hughes

Unit concepts include: summarizing, Notice and Note Signposts, intro to literary analysis writing

Unit 2: Novel Study - *The Outsiders* by S.E. Hinton

Unit concepts include: characterization and character development, symbolism, allusion, theme

Unit 3: Novel Study - *Number the Stars* by Lois Lowry

Unit concepts include: annotation, asking questions, selecting important quotes, making connections

Unit 4: Novel Study - *Ghost* by Jason Reynolds

Unit concepts include: symbolism, flashback, plot structure

Unit 5: Book Club - *Fish in a Tree* by Lynda Mullaly Hunt, *Out of My Mind* by Sharon M. Draper, *A Mango-Shaped Space* by Wendy Mass, *Counting by 7s* by Holly Goldberg Sloan, *Mockingbird* by Kathryn Erskine, *Rules* by Cynthia Lord

Unit concepts include: theme, meaningful discussions about literature, active listening, plot structure, summarizing

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

- Sadlier Oxford Vocabulary Workshop Level B
- noredink.com

6th Grade Honors English Course Description

Course Description

In sixth grade English students continue to work on developing reading fluency and analyzing text. 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?
- How can reading help us develop empathy and respect for others?

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

1. Close-read, understand, discuss, and write about fiction and non-fiction texts.
2. Cite text evidence to support analysis of what the text says explicitly and make inferences.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. 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.
5. Recognize and control mechanical errors in writing.
6. Determine a theme or central idea of a text and how it is conveyed through particular details.
7. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
8. Define, locate, and properly use all eight parts of speech.
9. 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

Unit concepts include: summarizing, narrative structure, literary terms, intro to literary analysis writing

Unit 2: Novel Study - *The Outsiders* by S.E. Hinton

Unit concepts include: characterization and character development, symbolism, allusion, theme

Unit 3: Novel Study - *The Lion, the Witch, and the Wardrobe* - C.S. Lewis

Unit concepts include:

Unit 4: Novel Study - *Number the Stars* by Lois Lowry

Unit concepts include: annotation, asking questions, selecting important quotes, making connections

Unit 5: Novel Study - *The Watsons Go to Birmingham--1963* by Christopher Paul Curtis

Unit concepts include: historical context, nonfiction connections, theme

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

Sadlier Oxford Vocabulary Workshop Level B

7th Grade English

Course Description

In grade 7 English, students read representative works from a variety of genres, acquiring the skills needed to read critically with an awareness of an author’s style and purpose. Students write with a clear awareness of writer, reader, and purpose. Writing instruction focuses on varying sentence structure and avoiding structural errors in both literary analysis and genre writing. Students are asked to incorporate newly acquired vocabulary and grammar skills 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

1. Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
2. Use explicit information to identify the main idea or primary purpose of a text or part of a text
3. Use implicit information from a passage to answer specific questions about a text
4. Make inferences about a character’s motivation or the author’s purpose
5. Apply understanding of figurative language; recognize and create examples.
6. Correct pronoun use, including pronoun-antecedent agreement and avoiding unclear pronoun references.
7. Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
8. Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
9. Recognize effective transitions between ideas, sentences, and paragraphs.
10. Select appropriate primary and secondary support for a claim and integrate this support into writing using context and explanation.
11. 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: Poetry/Memoir - *Brown Girl Dreaming* by Jacqueline Woodson

Unit concepts include: figurative language, sound devices, poetic forms and terms, conventions of autobiography and memoir, connotation and denotation

Unit 2: Mystery - *And Then There Were None* by Agatha Christie

Unit concepts include: making inferences, setting, mood, tone, conventions of mystery, characterization

Unit 3: Science Fiction - Ray Bradbury short stories

Unit concepts include: conventions of science fiction and cautionary literature, theme, allusion, author's style

Unit 4: Drama - *A Midsummer Night's Dream* by William Shakespeare

Unit concepts include: conventions of Elizabethan drama, reading a script, subtext, plot structure, directorial choices, stage directions, dialogue, monologue

Unit 6: Contemporary/Historical Fiction - *Refugee* by Alan Gratz

Unit concepts include: writing about current events, understanding the role of the writer in society, writing in different modes of discourse, making connections, identifying patterns, multiple perspectives

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
noredink.com

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

1. Identify explicit details from a passage and provide answers to who, what, where, when, why, and how questions about the text
2. Use explicit information to identify the main idea or primary purpose of a text or part of a text
3. Use implicit information from a passage to answer specific questions about a text
4. Identify style, tone, or theme of a text
5. Make inferences about a character's motivation or the author's purpose
6. Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions
7. Apply understanding of figurative language; recognize and create examples
8. Correct pronoun use, including pronoun-antecedent agreement and avoiding unclear pronoun references
9. Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
10. Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
11. Recognize effective transitions between ideas, sentences and paragraphs
12. Select appropriate primary and secondary support for a claim.
13. Provide sufficient context for a quote so that the passage makes sense
14. Use MLA format to correctly cite primary and secondary sources.
15. 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.
16. 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

1. Use implicit information from a passage to answer specific questions about a text
2. Identify style, tone, or theme of a text
3. Make inferences about a character's motivation or the author's purpose
4. Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions
5. Apply understanding of figurative language; recognize and create examples

6. Correct pronoun use, including pronoun-antecedent agreement and avoiding unclear pronoun references
7. Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
8. Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
9. Recognize and employ effective transitions between ideas, sentences and paragraphs of a passage
10. Select appropriate primary and secondary textual support for a claim; provide sufficient context for a quote so that the passage shows clarity and flow
11. Use MLA format to correctly cite primary and secondary sources.
12. Identify rhetorical features that contribute to the overall precision and style of a piece of writing.
13. 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.
14. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
15. 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, narrative conflict.

SSAT Preparation

Unit 3: Critical Writing about Literature: Short stories

Unit concepts include: diction, 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

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 and Punctuation Units:

- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Plural and Possessive Nouns
- Commas and comma splices

Textbooks/Resources

Vocabulary Enrichment - Sadlier Oxford Workbook Level D

8th Grade Honors English**Course Description**

In Grade 8 Honors English students will practice reading, writing, thinking, and speaking about literature and nonfiction writing. Students read short and longer works from various genres, as well as nonfiction works. A focus throughout the course is on increasing writing proficiency in all modes of discourse, as well as learning and applying literary terms and becoming familiar with literary genres. Throughout the course students review and practice grammar, mechanics, and vocabulary. Students will increase their proficiency in recognizing, categorizing, discussing, and evaluating key elements of literature, including, but not limited to: narrative structure, point of view, characterization, style, voice, tone and attitude, diction, syntax, irony, and figurative language. Students engage in public speaking by writing and presenting speeches to the class.

Students in the honors level will be expected to show a high degree of proficiency and progress 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 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

1. Use implicit information from a passage to answer specific questions about a text
2. Identify style, tone, or theme of a text
3. Make inferences about a character's motivation or the author's purpose
4. Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions

5. Apply understanding of figurative language; recognize and create examples
6. Correct pronoun use, including pronoun-antecedent agreement and avoiding unclear pronoun references
7. Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
8. Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
9. Recognize and employ effective transitions between ideas, sentences and paragraphs of a passage
10. Select appropriate primary and secondary textual support for a claim; provide sufficient context for a quote so that the passage shows clarity and flow
11. Use MLA format to correctly cite primary and secondary sources.
12. Identify rhetorical features that contribute to the overall precision and style of a piece of writing.
13. 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.
14. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
15. 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 and Propaganda

Unit concepts include: propaganda techniques, elements of argument, and fallacies

Unit 2: Narrative Structure: Quest Stories and Archetypes

Texts: Short stories by: Eudora Welty, James Joyce, Kathrine Mansfield, and others

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

Unit 3: Didactic Literature (writing that teaches us about society and ourselves)

Texts: *To Kill a Mockingbird* - Harper Lee; excerpts from *Go Set a Watchman*; short pieces by George Orwell, Aldous Huxley and others

Unit concepts include: historical context, tone, allegory

Unit 4: *Wuthering Heights* and Critical Approaches

Unit concepts include critical approaches, angle of vision, reliability of narration

Unit 5: Poetry and Drama

Text: *Romeo and Juliet* - William Shakespeare

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

Unit 6: Speech Unit

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

Grammar and Punctuation Units:

- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns

- Commas and comma splices
- Special punctuation: semicolons, colons, hyphens, dashes, ellipses

Textbooks/Resources

Vocabulary Enrichment-Sadlier Oxford Workbook Level D

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

1. Use implicit information from a passage to answer specific questions about a text
2. Identify style, tone, or theme of a text
3. Make inferences about a character's motivation or the author's purpose
4. Synthesize information from two texts to describe supporting ideas, make predictions, or draw conclusions
5. Apply understanding of figurative language; recognize and create examples
6. Correct pronoun use, including pronoun-antecedent agreement and avoiding unclear pronoun references
7. Correct verb form and tense, including subject-verb agreement, parallelism, and avoiding verb tense shifts.
8. Rules of sentence boundaries, including avoiding run-ons and fragments and recognizing sentence types.
9. Recognize and employ effective transitions between ideas, sentences and paragraphs
10. Determine the stated or implied purpose of supporting details within the context of a passage
11. Select appropriate primary and secondary support for a claim.
12. Provide sufficient context for a quote so that the passage makes sense
13. Use MLA format to correctly cite primary and secondary sources.
14. 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
15. 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, *One of Us is Lying* - Karen McManus. Unit concepts include genre conventions of mystery and suspense and YA literature. Project: Mystery short story, play or podcast.

Grammar and Punctuation Units:

- Phrases and Clauses; Simple/Compound/Complex Sentences
- Verb Tenses
- Pronouns and Antecedents
- Possessive Nouns
- Verbals; Who vs. Whom; Misplaced Modifiers/Dangling Participles/Split Infinitives
- Commas and comma splices
- Special punctuation: semicolons, colons, hyphens, dashes, ellipses

Textbooks/Resources

Vocabulary Enrichment-Sadlier Oxford Workbook Level E

FINE ARTS

Multi-Media – Grade 4

Course Description

Art class is on an arts wheel that meets every fourth 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 fourth academic day and work on existing skills, as well as enhancing and encouraging new skills. Students will gain an understanding of the Art Elements and Principles of Design. 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, and acrylic paint on canvas. 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.
- Students successfully use the Art Elements and Principles of design

Units

- Shading with acrylic paint on canvas 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.
- A paper maché 3-D sculpture project is a project in which students must successfully balance the sculpture. Students may be as creative as they like in painting the project in their own way.
- Clay hand building. Students work on the skills of rolling clay into consistently sized coils and the slab technique. They learn the process of scoring and slipping, along with creating support coils to enhance their final product. Correct use of tools is stressed. Creativity is encouraged to add their own style and aesthetic to their work. Once the project has been fired, the students will glaze their work and it will be fired again to be complete.

Textbooks/Resources

Website - Artsonia.com, Pinterest

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 conductors' 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 4thGrade Play/Musical tied to Florida History Curriculum. The instruments focused on in 4thGrade 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 Questions

- 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 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 varied 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 Questions

- 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 4th day, all year long. This course is designed to offer the students the opportunity to explore many different genres of drawing, including perspective drawing, foreshortening, 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

Music - Grade 6

Course Description

Students will successfully learn to play their instruments in different musical settings and have the opportunity to perform several times each year. They learn the general physics of all of the instruments within the percussion family. Students improve their appreciation, understanding, and performance of music through their instruments. Our program focuses on the musical elements of posture and playing position, breathing, mechanical knowledge of instruments (keys, drum heads, etc.), melody and harmony, articulation and style, tone quality and intonation, dynamics, phrasing and personal interpretation, history, and music of many cultures and genres. Students will use traditional and percussion non-traditional instruments.

Essential Questions:

1. How can independent singers produce multi-part harmony?
2. How can independent players perform in multi-part harmony?
3. How does a composer craft a piece with structure and musicality?
4. How is music read and written on the grand staff?
5. How can multiple parts be identified in a performance?
6. What criteria can be used to evaluate a performance or composition? What elements affect personal preference?
7. What does music tell us about people and cultures?
8. What is the same in music as other subjects?
9. What is the vocabulary used to discuss music and musical performances?
10. What role does my instrument play in the overall texture of the ensemble's sound?
11. How does creating and performing music differ from listening to music?
12. Is all sound music?
13. How do musicians generate creative ideas?
14. When is creative work ready to share?
15. How does understanding the structure and context of musical works inform performance?

16. How does understanding the structure and context of music inform a response?
17. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard:

- Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Refine and complete artistic work.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- Select, analyze, and interpret artistic work for presentation.
- Explain how understanding the structure and the elements of music is used in music selected for performance.
- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- Identify how cultural and historical context inform performances.
- Describe how the elements of music and expressive qualities relate to the structure of the pieces.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Understanding

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

1. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
3. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
4. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Assessment

- Perform music for self and others—options for final presentation of student's work include performance of the work by a small ensemble, teacher, or individual; personal recording; and digital media.
- Create a musical phrase, using the elements of music to begin the composition.
- Use relationships within the musical elements to create melodies, harmonies, and musical performances.
- Select, analyze, and interpret artistic work for presentation.
- Gather, explore, and interpret musical elements and life experiences to create music.
- Use ideas, skills, and techniques to create music.
- Create music in a variety of musical forms.
- Create a jingle that correlates to a product or visual image.
- Create a group composition in the West African style using drums and small percussion and barred instruments or non-traditional instruments.
- Reflect for the purposes of self-evaluation and improvement.
- Refine music through feedback and self-reflection.
- Communicate rhythms using a counting system.
- Demonstrate the ability to read a melody in music selected for performance.
- Demonstrate unison and harmony in music selected for performance.
- Examine and identify the forms of music selected for performance.
- Perform music that contains repeat signs, da capo, dal segno, and first and second endings.
- Demonstrate and read three eighth notes/triplets and four sixteenth notes in rhythmic patterns and song

selections.

- Rehearse, adjust, and refine music through evaluation, reflection, and problem-solving.
- Identify the dynamics, style, timbre, and tempo of a piece of music.
- Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
- Examine and describe how musical knowledge, skills, and work habits are needed and used in the world of work.
- Examine musical processes and compare them to those of other arts disciplines.
- Recognize arts processes that are unique to each arts discipline.
- Examine, reflect upon, and determine how music-related concepts occur in other content areas.
- Examine how creative problem-solving in the arts can be transferred to other content areas, such as math, science, and writing.
- Compare common glossary terms across all arts disciplines.

Key Academic Vocabulary

Harmony/parts, soprano xylophone, alto xylophone, bass bars, score, xylophones, hand percussion, keyboards, marimba, vibraphone, compose, improvise, form, theme, variations, rondo, scale, musicality, singable, traditional notation, sixteen notes & rests, letter names (A-G), sharps, flats, naturals, tempo markings, ensemble, solo, melody, harmony, style, form, meter, rhythm, genre, intervals/chord, construction, form, progression, folk music, spirituals patriotic songs, pop songs, non-traditional instrumentation

Performance Opportunities:

- Holiday Performances
- School Presentations including Assemblies
- Fine Arts Festival
- South Florida Fair

Materials

Percussion instruments, non-traditional instruments, sheet music, original compositions, drum sticks, mallets, drums

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 underglaze 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, center- ing, 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://stateofheart.creatubbles.com/2017/02/08/10-important-skills-learn-art-education>

Website- Artsonia.com

Magazines- Arts & Activities

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 solfège syllables/intervals and written music
- Notation & Music Symbols
- Continue to develop sight-reading skills using solfège 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

Steel Drums

Course Description

The Steel Drum curriculum focuses on a student's role and responsibility in an ensemble setting. Students will practice playing harmony with partner songs and instrumental ostinatos. Interpreting conductors' cues and understanding treble clef, and bass clefs. Students' evaluation and analysis of music becomes more complex and focuses on form and listening to how their part compares to and fits it with the other parts being played. Historic and cultural studies will include music from different countries, pop, reggae and holiday music.

Standard 1

- Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.
- Playing is a fundamental and universal form of expression using a variety of instruments, especially the recorder.

Essential Question

- How can instruments be played musically in an ensemble?

Skills

- Plays an instrument in an ensemble setting following conductor's cues:
- Understands how musicians interpret conductor's cues when playing an instrument
- Listens to others while playing in an ensemble

Key Academic Vocabulary

Ensemble, ostinato, duet, quartet

To meet this standard, students will:

Play steel drums in an ensemble setting following conductor's cues.

Standard 2

Students will read and notate music.

Essential Question

How is music read and written on the staff?

Skills

- Uses basic music symbols in reading and writing rhythms and melodies on the treble staff:
 - Reads and writes rhythms, melodies, and basic music symbols
 - Writes a melody using traditional music notation following a form

Key Academic Vocabulary

Traditional notation, absolute pitches, dynamics p & f, introduction, coda, D.C., D.S., fine, 1st ending, 2nd ending, form

To meet this standard, a steel drum student:

Uses basic music symbols in reading and writing rhythms and melodies on the treble staff.

Standard 3

Students will listen to, analyze and describe music.

Essential Question

- How can instruments be identified by their sound?

Skills

- Aurally and visually identifies instrument families and folk instruments
- Identifies and verbally describes characteristics of the steel drum family of instruments
- Listens to and describes instruments heard in the music
- Uses accurate music vocabulary to describe instruments

Key Academic Vocabulary

Instrument families (steel drums-lead, doubles, triple, quads), folk instruments, performances, timbre/tone color

To meet this standard, a steel student:

Aurally and visually identifies instrument from the steel drum family.

Standard 4

Students will evaluate music and music performances whether live or youtube examples.

Essential Question

What is heard and observed in music/performance?

Skills

- Understands how musical elements interact in a piece:
- Identifies the interplay of elements such as melody, rhythm, style, form and meter in compositions and performances
- Uses appropriate music vocabulary to describe the interaction of musical elements in a piece

Key Academic Vocabulary

Melody, harmony, style, form, meter, rhythm

To meet this standard, a steel drum student:

Understands how musical elements interact in a piece.

Standard 5

Students will understand relations among music, the other arts, and disciplines outside the arts. ocument

Essential Question

What is the same in music as other subjects?

Skills

- Interprets the relationship between music and other subjects:
- Uses math, literacy, physical education, social studies and art concepts and terms during music activities
- Key Academic Vocabulary: form, meter, instrument, construction, mood, textureBoulder

To meet this standard, a steel drum student:

Interprets the relationship between music and other subjects including social studies and history.

Standard 6

Students will understand music in relation to history and culture.

Essential Question

What does music tell us about people and cultures?

Skills

- Understands music in a historical context:
- Listens to and describes unique characteristics of music from diverse times, cultures and traditions
- Performs songs from different cultures and traditions
- Uses appropriate music vocabulary to analyze music from diverse times, cultures and traditions

Key Academic Vocabulary

Cultures and Traditions

To meet this standard, a steel drum student:

Understands music in a historical and cultural context.

Drama

The Palm Beach Day Academy Drama curriculum teaches empathy and communication through a wide variety of activities and performances onstage, backstage, in front of and behind the camera. Students will learn how to use their words and bodies to communicate and play. Students will write, edit and perform scripts that challenge their imagination. Students will also do improvisational work with no scripts, where they will focus on listening, arguably the most important aspect of communication.

4th Grade

The 4th grade Drama class focuses on play and getting comfortable on the stage. The class begins with improv games that encourage students to listen and react to what their scene partners are offering. Each student will also perform a short comedic monologue in front of the entire grade with ample time to rehearse and receive feedback from classmates. This monologue prepares 4th grade students for their three public speaking opportunities in the 5th Grade and serves as an opportunity to build confidence alone on the stage.

5th Grade

The 5th grade Drama class utilizes the skills learned in the 4th grade and challenges the students to use their imagination even more. Class begins with open scenes where students are all given the same script as a foundation and are asked to use their imaginations to create a unique plot. From there students will create their own longer form scenes and do some filmwork making commercials for PBDA's Bulldog TV! The Drama department also works very closely with the 5th English teachers to help prepare students for their three major performances: President's Assembly, The Banquet of the Gods, and The Richard Tummon Poetry Contest.

6th Grade

Each 6th grade Drama class, approximately 10-15 students, puts on a play in front of the whole Upper Campus. Students will create an idea for a play by thinking like playwrights and asking the tough questions: *what stories do we like? What story does our audience want to hear? How can we involve sound and lighting design? Is this copyright infringement? What will our costumes look like? Will our audience laugh?* They always do. This is a fantastic collaborative experience that allows students to shine on the stage while being the part of an ensemble cast. Last year's original productions included The Trial of Willy Wonka, We are Your Friends, and Mr. Punish's Final Exam.

7th - 9th Grade

The culmination of the PBDA Drama Program is two-fold. The year begins with drama classes, playing improv games, writing scenes, creating short-films and performing After School Specials that actually are before school for our Monday Assemblies. The classes will work closely with the Dean of Students and Upper Campus faculty to determine what life lessons our PBDA community needs to shed a light on. This gives these older students an opportunity to act out realistic examples of inclusion, respect, honor, and responsibility in front of the whole community and leads to some great school wide discussions. In January, the drama program auditions and casts for The Upper Campus Spring Musical. Students may choose to participate in this musical as an actor, singer, and dancer on stage or be a crucial part of backstage, helping with the set, sound and lighting elements of our production.

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 the 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
- Document Based Questions
- Annotation

Textbooks/Resources

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

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

The Adventures of Charlie Pierce series

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

Time for Kids

Presidential Biographies

Online Resources (Brainpop)

Primary Sources

With Every Drop of Blood, James and Christopher Collier

Social Studies Alive! America's Past (textbook and online access)

Grade 6 World History: Prehistory through 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
- Document Based Questions
- Annotation

Textbooks/Resources

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
 Houghton Mifflin Harcourt textbook

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
- 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

Alphahistory

Primary Sources

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

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

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

Which Way to the Wild West, Steve Sheinkin

The Jungle, Upton Sinclair

Upfront Magazine (New York Times)

Which Way to the Wild West, Steve Sheinkin

Bomb, Steve Sheinkin

Crash, Marc Favreau

A Time to Break Silence: Essential Essays from MLK, JR Student Edition

Spies: The Secret Showdown Between America and Russia, Marc

Favreau *Farewell to Manzanar*, Jeanne Wakatsukie Houston

Claudette Colvine: Twice Toward Justice, Philip Hoose

Online Resources

Units

- Reconstruction review
- Settling The West and Native American Issues
- Industrialization of the United States
- Progressivism
- ImperialismWorld 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
- 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
- Document Based Questions
- Annotation

Textbooks/Resources

French Revolutions for Beginners, Michael LaMonica

Ghost Map, Steven Johnson

The Ottoman Empire, Anne Davison

World History and Geography, Modern Times-McGraw Hill

DBQ Project: Mini Qs in World History

Online resources

Alphahistory

Infobase

Primary documents

Upfront Magazine, New York Times

French Revolutions for Beginners, Michael LaMonica

The Prince by Machiavelli Student Version, Peter R Key

Stasiland, Anna Funder

The Ottoman Empire, Anne Davison

Ghost Map, Steven Johnson

One Day in the Life of Ivan Denisovich, Alexander Solzhenitsyn (**Signet Classics 50th Anniversary Edition only**)

The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia, Candace Fleming

Man's Search for Meaning: Young Adult Edition, Viktor Frankl

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

- Place Value Concepts
- Add and Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Multiply by Two-Digit Numbers
- Divide Multi-Digit Numbers by One-Digit Numbers
- Factors, Multiples, and Patterns
- Understand Fraction Equivalence and Comparison
- Add and Subtract Fractions
- Multiply Whole Numbers and Fractions
- Relate Fractions and Decimals
- Understand Measurement Equivalence
- Use Perimeter and Area Formulas
- Identify and Draw Lines and Angles
- Identify Symmetry and Two-Dimensional Shapes

Textbooks/Resources

- Big Ideas Math: Modeling Real Life - Grade 4
- Reflex Math - Online Facts Fluency Program

Math 4 Accelerated

Course Description

The Math 4 Accelerated curriculum follows a fifth grade curriculum with elements from the fourth grade curriculum blended in to ensure a smooth transition. 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
- Numerical Expressions
- Add and Subtract Decimals
- Multiply Whole Numbers
- Multiply Decimals
- Divide Whole Numbers
- Divide Decimals
- Add and Subtract Fractions
- Multiply Fractions
- Divide Fractions
- Convert and Display Units of Measure
- Patterns in the Coordinate Plane
- Understand Volume
- Classify Two-Dimensional Shapes

Textbooks/Resources

- Big Ideas Math: Modeling Real Life - Grade 5
- Reflex

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
- Numerical Expressions
- Add and Subtract Decimals
- Multiply Whole Numbers
- Multiply Decimals
- Divide Whole Numbers
- Divide Decimals
- Add and Subtract Fractions
- Multiply Fractions
- Divide Fractions
- Convert and Display Units of Measure
- Patterns in the Coordinate Plane
- Understand Volume
- Classify Two-Dimensional Shapes

Textbooks/Resources

- Big Ideas Math: Modeling Real Life - Grade 5
- Reflex

Math 5 Accelerated

Course Description

Math 5 Accelerated 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

Assessments

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

Units

- Numerical Expressions and Factors
- Fractions and Decimals
- Ratios and Rates
- Percents
- Algebraic Expressions and Properties
- Equations
- Area, Surface Area, and Volume
- Integers, Number Lines, and the Coordinate Plane
- Statistical Measures
- Data Displays

Textbooks/Resources

Big Ideas Math: Modeling Real Life - Grade 6

Math 5 Honors

Course Description

Math 5 Honors follows a 6th grade curriculum with 5 additional units from a 7th grade curriculum. This pathway allows students to complete all the middle school content in two years and reach Algebra 1 in 7th grade. 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

Assessments

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

Units

- Numerical Expressions and Factors
- Fractions and Decimals
- Ratios, Rates, Proportions
- Percents
- Algebraic Expressions and Properties
- Equations
- Area, Surface Area, and Volume
- Integers, Number Lines, and the Coordinate Plane
- Statistical Measures
- Data Displays
- Adding and Subtracting Rational Numbers
- Multiplying and Dividing Rational Numbers
- Ratios and Proportions
- Percents

Textbooks/Resources

Big Ideas Math: Modeling Real Life Grade 6
Advanced

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

- Numerical Expressions and Factors
- Fractions and Decimals
- Ratios and Rates
- Percents
- Algebraic Expressions and Properties
- Equations
- Area, Surface Area, and Volume
- Integers, Number Lines, and the Coordinate Plane
- Statistical Measures
- Data Displays

Textbooks/Resources

Big Ideas Math: Modeling Real Life - Grade 6

Math 6 Accelerated

Course Description

Math 6 Accelerated follows a 7th grade curriculum. 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

- Adding and Subtracting Rational Numbers
- Multiplying and Dividing Rational Numbers
- Expressions
- Equations and Inequalities
- Ratios and Proportions
- Percents
- Probability
- Statistics
- Geometric Shapes and Angles
- Surface Area and Volume

Textbooks/Resources

Big Ideas Math: Modeling Real Life - Grade 7

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 the 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 - honors)

Big Ideas Math: Modeling Real Life - Pre-Algebra (7th - accelerated)

Glencoe Course 3 (8th - grade level)

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

Glencoe - Mathematics
Course 2

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

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 decision 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

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

DESMOS

Geogebra

Khan

Academy

SCIENCE DEPARTMENT

Grade 4 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, physical 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 think critically to solve real world problems.

Essential Questions

- What is energy, and how is it related to motion?
- How do we convert energy to meet our needs?
- How do sound and light travel?
- What patterns can waves make?
- How can we use waves to send and receive information?
- How and why is Earth constantly changing?
- What evidence do we have that Earth's surface is 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?
- What impacts do natural hazards have?
- How do organisms live, grow, respond to their environment and reproduce?
- How do the structures of organisms enable life's functions?
- 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 matter and energy move through an ecosystem?
- What happens to ecosystems when the environment changes?
- What is biodiversity, how do humans affect it, and how does it affect humans?
- How do humans depend on Earth's resources?
- How do people model and predict the effects of human activities on Earth's climate?
- How do engineers solve problems?
- 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?
- 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
- Energy and Motion
- Human Uses of Energy
- Waves and Motion
- Earth's Features and Natural Hazards
- Structures and Functions of Plants and Animals
- Human Impacts on the Environment
- Human Body Systems
- 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

Textbooks/Resources

SAVVAS Realize Elevate Science Grade 4

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, earth science, and environmental education. Place-based field experiences, partnerships with outside organizations like Loggerhead Marinelifelife Center and other organizations, 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 think critically to solve real world problems.

Essential Questions

- How do you describe properties of matter?
- What evidence do we have that matter changes?
- How are Earth's Systems interconnected?
- How much water can be found in different places on Earth?
- How can we protect Earth's resources and environments?
- What is Earth's place in space?
- Where does food's energy come from and how is food used?
- How do engineers solve problems?
- 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
- Properties of Matter
- Changes in Matter
- Earth's Systems
- Earth's Water
- Human Impacts on Earth's Systems
- Solar System
- Patterns in Space
- Energy and Food
- Matter and Energy in Ecosystems

- 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

Textbooks/Resources

SAVVAS Realize Elevate Science Grade 5

Earth and Space Science - Grade 6

Course Description

In this course, students will develop their understanding of the three disciplinary core ideas in the Earth and Space Science; Earth's Place in the Universe, Earth's Systems, and Earth and Human Activity. In addition to knowledge gained about disciplinary core ideas, students will utilize 8 Science and Engineering Practices to explore and explain real-world phenomena that are central to these core ideas.

Essential Questions

- How do scientists design and conduct scientific investigations?
- How do matter and energy cycle through Earth's systems?
- What determines the weather on Earth?
- What events form Earth's rocks?
- How do geologic processes change Earth's surface?
- How are the distribution of natural resources the result of geologic processes?
- How does human activity impact Earth's systems?
- How does energy move throughout Earth's atmosphere and ocean?
- What are the effects of a changing climate on Earth?
- How do the sun and the moon affect Earth?
- What kind of data and evidence help us understand the universe?

Skills Benchmarks

- 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

- Science and Engineering Practices
- Space Systems
- History of the Earth
- Earth's Systems
- Weather and Climate
- Human Environmental Impacts

Assessments

- Tests
- Quizzes
- Projects
- Laboratory Skills and Performance
- Classwork and Homework
- Classroom Participation
- Exams

Textbooks/Resources

SAVVAS Realize Elevate Science Earth

Life Science - Grade 7

Course Description

This course is designed as an introduction to life science. The students will learn about the characteristics of life, cells, genetics, heredity, and evolution. Additionally, students will explore the connection between living things and their environment. Throughout the course, students will apply critical thinking skills and knowledge to investigate and explain real-world phenomena.

Essential Questions

- How do scientists design and conduct scientific investigations?
- How do scientists define and organize living things?
- How does the structure of cells determine their function?
- How do organisms live, grow, respond to their environment and reproduce?
- How do offspring receive traits from their parents?
- How do living and nonliving things affect one another?

- How do species change over time?

Skills Benchmarks

- 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

- Nature of Science
- Characteristics of Life
- The Cell System
- Genetics and Heredity
- Natural Selection and Change Over Time
- Interactions in Ecosystems

Assessments

- Tests
- Quizzes
- Projects
- Laboratory Skills and Performance
- Classwork and Homework
- Classroom Participation
- Exams

Textbooks/Resources

SAVVAS Realize Elevate Science Life

Physical Science - Grade 8

Course Description

In this course, students will be introduced to Physics and Chemistry concepts and skills that address relevant,

real-world issues. Students will learn about energy, waves, electromagnetic radiation, forces and information technologies. Additionally, students will concentrate on matter, atoms, molecular structure, the periodic table and physical as well as chemical reactions.

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

Skills Benchmarks

- 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

- Nature of Science
- Matter: Properties and Changes
- Energy
- Waves and Electromagnetic Radiation
- Electricity and Magnetism
- Forces and Motion
- Information Technologies
- The Structure of the Atom
- The Periodic Table
- Physical and Chemical Reactions

Assessments

- Tests
- Quizzes
- Projects
- Laboratory Skills and Performance

- Classwork and Homework
- Classroom Participation
- Exams

Textbooks/Resources

SAVVAS Realize Elevate Science Physical

Biology - Grade 9

Course Description

This course is designed as an introductory course in the study of life from the biochemical to ecological frame of reference. Students will apply the study of living things to address relevant, real-world issues ranging from the nature of life, ecology, cells, genetics, evolution and the diversity of life. All in all, an appreciation for the natural world and the interconnectedness among disciplines is a key intention for the year.

Essential Questions

- How do scientists define and organize living things?
- 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?
- How do systems interact in the human body?

Assessments

- Tests
- Quizzes
- Projects
- Laboratory Skills and Performance
- Classwork and Homework
- Classroom Participation
- Exams

Benchmarks

A. 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

B. 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

C. 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

- The Nature of Life
- Ecology
- Cells
- Genetics
- Evolution
- Diversity of Life

Textbooks/ Resources

Miller & Levine Biology

ATHLETICS 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 everyday 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, dialogues 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 ask questions of others about identity.
- Give sequences such as the alphabet, numbers, days of the week, and months.
- Ask and answer simple questions about names, classroom objects, family, and rooms in a house.
- Use technology to present a project about a favorite pet, a family tree, 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 il y a..., 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 using the days of the week and common activities
- 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 in France?
- 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.

All material given to students in class:

All the material for this class was created using ACTFL World Languages Guidelines and the vocabulary found in Exploring French EMC Publishing.

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 four 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 but grammatical accuracy will be secondary to general communication. Hands-on activities, dialogues, 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 in francophone countries
- 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 in francophone countries)
- Written quizzes and chapter tests

Textbooks/Resources:

All the material for this class was created using ACTFL World Languages Guidelines and the vocabulary found in Level 1 textbook and resources.

Workbook: Exploring French, Third Edition- EMC 2008

Online resources (music, videos, educational websites, dialogues, podcastfrançaisfacile.com, liveworksheets.com)

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 of French speaking countries. 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, dialogues, 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 ask 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 (e.g., 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, create a shopping area with common shops found in a French speaking country)

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/ build a shop to create a city in a francophone country.

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

All the material for this class was created using ACTFL World Languages Guidelines.

Textbook: Exploring French, Third Edition by Joan G. Sheeran- EMC

2008 Workbook: Exploring French, Third Edition- EMC 2008

Online resources (music, videos, educational websites)

French I A (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 ask 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 fran- cophone 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 the Final Exam.
- National French Exam (Le Grand Concours National 7th- 9th)

Textbooks/Resources

All the material for this class was created using ACTFL World Languages Guidelines with vocabulary found in French I level 1 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)

French I B (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 discusses 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 impera- tive 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: All the material for this class was created using ACTFL World Languages Guidelines with vocabulary found in resources for French I, intermediate level.

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 Online resources

(podcasts, music, videos, movies)

French II and French II Honors (8th - 9th grade)

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:

All the material for this class was created using ACTFL World Languages Guidelines and vocabulary found in French II, level 2 resources.

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, oral activities, dialogues, and workbook exercises.

Textbooks/Resources

Real Spanish Ahora Mismo Student Activity Book Level 1 (2nd edition).

Spanish4kids workbooks and access to worksheets & videos - Workbooks levels 1

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

at a mid-novice level

Students will be able to:

- Add details to simple sentences using adjectives
- Use verb Ser; Trades and professions
- Use -IR Verbs to create simple sentences
- Understand expressions with the verb estar
- Compare uses of Ser vs. estar
- Use 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, dialogues, and workbook exercises.
- Formal assessments:
 - Quizzes
 - Tests
 - Projects

Textbooks/Resources

Real Spanish Ahora Mismo Student Activity Book Level 1 (2nd edition).

Spanish4kids workbooks and access to worksheets & videos - Workbooks levels 1

6th grade Spanish

Course Description

Spanish 6th grade offers the basic structure of the language and of the culture 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

Reporteros 1: Student Bundle. (Hard book edition & online etext with all online resources)
Reporteros 1 Student Workbook

7th grade Spanish

Course Description

7th grade Spanish offers the basic structure of the language and of the culture of the Spanish-speaking world. The course covers the 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 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 ask 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
- AAPL examination (7th grade through 9th grade)

Textbooks/Resources

Auténtico Level 1 Textbook, Workbook, Online etext

Auténtico 2018 Textbook, Workbook, Online etext,
and Digital Course

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 new textbook, a workbook, videos, online activities, and learning thematic units. 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

Wayside Textbook *Entre Culturas* 1 and Flextext & Workbook.

Level 1 Activity Workbook *Entre Culturas*

Spanish II-B (7th - 8th- 9th grade)

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 new 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 ask 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
- AAPL Examination (7th thru 9th grade)

Textbooks/Resources

Auténtico 2 2018 Textbook, Workbook, Online E-text

Auténtico level 2 2018 Digital Course 2 Year License Level 2

Workbook: Auténtico Level 2

Spanish III (8th - 9th grade)

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
- AAPL examination (7th thru 9th grade)

Textbooks/Resources

Auténtico 3 2018 Digital Course 1 Year License Level 3

Autentico 3 Workbook and Grammar Level 3