Curriculum Guide
Grade 8

Overview of Curriculum

Language Arts
The 8th grade language arts curriculum focuses upon the language arts skills: reading, writing, speaking, listening, and viewing. All activities are designed to teach, explore, and apply knowledge in all five areas.

Mathematics
Pre-Algebra: The purpose of this course is to provide a foundation for higher level mathematics.
Algebra: The purpose of this course is to develop algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems.
Honors Algebra: This course provides a rigorous and in-depth study of Algebra I. Topics include, but are not limited to, solving linear equations, linear inequalities, systems of equations and quadratic equations. Emphasis is placed on applying mathematical concepts to real-life situations through the use of word problems.
Honors Geometry: This course provides an in-depth study of geometric relationships and deductive strategies which can be used to solve a variety of problems. Concepts covered include, but are not limited to, perpendicularity, congruent triangles, polygons, lines and planes, similarity, right triangles, circles, area, volume and coordinate geometry. Formal proof is also included.

Science
Science is a fantastic, interesting and ever changing subject. It is a way of looking at, questioning and understanding the world around you. In 8th grade we will be exploring matter and energy and how they interact. Proper scientific methods and procedures will be taught as students perform laboratory work. Appropriate conclusions and methods will be analyzed and reported in formal laboratory reports.

Social Studies
United States History: United States History involves the people, places, and events that have shaped our nation. It includes the study of the evolution of American government, politics, economics and social structures. It also includes America's rise as a world power and it's involvement in major world wars and global events.

Field Trips/Special Events

Special Events
- Science Fair - December
- Fine Arts Performance sponsored by Bay District Arts Alliance usually occurs in January

- History Fair - Each year students participate in the annual National History Day History Fair. This event provides a broad theme that allows students to choose topics of interest that relates to United States. *Rationale*: It affords students the opportunity to develop research, technology, writing, and presentation skills as they develop a topic relevant to the NHD theme and within the scope of U.S. History.
- 8th Grade end of the Year Celebration will occur in May

Field Trips

- Performing Arts presentation if available in our area
- Manatee Trip-Science Department plans this for the month of February
- Williamsburg Trip will take place in April - Students travel to Virginia to visit historical sites including Colonial Williamsburg, Jamestown, Yorktown, Monticello, the *USS Wisconsin* and Ft. Monroe. Throughout the trip students participate in hands-on activities designed to immerse them in the daily lives of the first English settlers, as wells as colonial Americans. *Rationale*: As well as being a culminating 8th grade trip, this event provides students the opportunity to utilize and expand their prior knowledge of early U.S. History in a kinesthetic, group activity that also develops their active listening, interpersonal and cooperation skills.
- Rocket Lanes and Renegade per incentive plan

Grade Level Assessments

FCAT (Reading, Writing, Math, and Science)
FORF – Reading Fluency Test
DAR – Reading Diagnostic Test – Selected students only

Grade Level Policies and Procedures

Information & Policies

Expectations:

- Come to class on time and prepared with supplies and homework assignments.
- Be respectful.
- Use active listening skills.
- Think before you act or speak
- Take responsibility for your own learning.
- Complete assignments and turn them in by deadlines.
- Always try your best
- Exhibit appropriate behavior at all times.

Grading Policy:
Grades will be based upon participation, tests, projects, daily work, and labs. All grades can be monitored using Edline. If grade discrepancies occur, it is the student's responsibility to provide the graded work to the teacher before the grade will be changed.

Late work policy: Homework policies are determined by individual teachers. Please review course outlines given out the first week of school. All major assignments/projects will receive a 30% deduction for 1 day late and 50% deduction for 2 days late. On the third day the student will receive a 0.

- Locks/locker rental - $5.00
- Planners - $5.00
- Science lab fees - $5.00

Lunch prices are $2.25 for Middle School students. All students are encouraged to pre-pay lunches. Please make lunch checks separate and out to Bay Haven. Students need to pre-pay in lunchroom to lunchroom staff. See handbook for online payments.

Student Responsibilities

Daily:
When class begins your planner and day's assignment should be on your desk ready to begin. All materials, book, notebook, homework, planner, and pencils should be brought to class each day. Make sure your name, date, and assignment are at the top of each paper that you turn in.

Assignment Board:
All assignments will be written on the board . It is each student's job to write those assignments down in their planners. Assignments will also be updated on the web site. Grades will be posted every 2-3 weeks to Edline.

Late work:
See late work policy above. All deadlines need to be met.

Absences:
If you are absent, it is YOUR responsibility to get the missed assignment and due date, complete the work, and turn it back in to the teacher. Please refer to the BHCA handbook for details regarding our policy on absences and missed work.

Planners:
Planners must be brought to class daily. Your planner will need to be filled out. Parents are not required to sign planners. The 8th grade team is preparing students for high school, and it is their responsibility to use the planner as an effective organizational and communication tool. Notes will be put in planners regarding missed work, behavior issues, test grades, as well as positive messages from teachers.

** Homework is practice for your brain. Very often the difference between students that are "getting it" & "not getting it" lies in their commitment to practice.

Teacher Responsibilities

⇒ To assist the students in staying organized, we will do the following:

1. List nightly assignments on front board
2. Remind students verbally of assignments
3. Announce tests and major projects well in advance
4. As much as possible, outline the week's activities and assignments on websites

Parent Responsibilities

⇒ Parents should monitor student progress, check websites and Edline, check planners, occasionally check binders, go over test materials with your child(if needed), and remind students of upcoming deadlines. Remember we must teach and model responsibility for our children, including accepting consequences.

Grade 8
Content Area: Language Arts

Incoming Expectations:

Writing:

- Mastery of the five paragraph essay format and the term thesis statement
- Introduction to the funnel model for introductory paragraphs
- Mastery of the expository essay format
- Introduction to timed writing
- Introduction to persuasive writing format
- Introduction to transitions

Reading:

- Students have practiced all five areas of the reading process
- Students have read at least four books on their own the previous school year
- Students have been introduced to the various genres of literature and will understand the differences amongst these genres
- Students will be familiar with the different types of reading and have had an opportunity to practice all in the previous school year
- Students will have used a variety of reading strategies before, during, and after reading
- Students will know the elements of plot
- Students will understand that there are two types of main idea, stated and implied, and have had practice identifying both and the details that support those ideas
- Students will have been introduced to making inferences based on text
- Students will have had ample experience in answering higher-order questions using Bloom's Taxonomy as a guide. Short and long responses to literature have been practiced using these skills

Grammar:

- Conventions in writing have been emphasized and practiced throughout the previous year
- Students will use few fragments or run-on sentences in their writing
- Students will be able to identify and effectively use the different types of sentences when writing
- Students will have had ample practice in using the same tense throughout a writing piece
- Students will be able to identify and use the correct referents with pronouns when writing

Speaking:

- Students will have had ample opportunities to speak in front of a group, both small and large

Viewing:

- Students will have viewed and evaluated at least one program during the seventh grade

Outgoing Expectations:

Writing:

- Students will have written several persuasive essays during the year and have a good understanding of this type of writing
- Students will have written to literature throughout the year
- Students will use a variety of sentences in their writing effectively
- Students will know how to use transitions effectively in their writing
- Students will effectively use strong verbs and higher level vocabulary in their writing
- Students will know how to write a well-organized and well-supported essay whether to a specific prompt or to a chosen topic

Reading:

- Students will possess a tool box of reading strategies
- Students will be active rather than passive readers
- Students will explore individual reading preferences and read at least 6 novels in and out of class

- Students will understand and have practiced all five components of the reading process and have strengthened skills in these areas
- Students will have gained an extensive vocabulary by the end of the year
- Students will be able to identify genres, author's purpose, and author's techniques in literary pieces
- Students will be able to effectively utilize short and long responses plus essays to respond to literature
- Students reading levels will increase by the end of the year

***Speaking*:**

- Students will give at least two informal speeches during the year
- Students will give at least one formal speech during the year
- Students will understand the importance of oral language

***Viewing*:**

- Students will view and evaluate several works during the year
- Students will be introduced to critiquing and expressing ideas logically after viewing a work of art or multi-media piece

Curriculum Map

Title/Unit Genre Theme	**Activities Skills Concepts**	**Resources**	**Assessments**	**SSS GLE**
First Quarter				
Writing/ Grammar	Review and mastery of writing process; Grammar with focus upon revision and editing; focus on strong verbs and concentration on details in writing; minor writing pieces with one essay written this quarter; focus upon writer's purpose and audience; short and long responses to higher order thinking questions and literature **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Word Wisdom, Supplemental Materials provided by the teacher, Strategies for Writing, Caught Ya's(Grammar), Rubrics for Holistic Scoring, Zaner-Bloser Conventions and Skills Practice Book, Internet Resources/Sites	Short and long answer tests(publisher and teacher generated), essay questions, projects, writing assignments assessed by rubrics, short grammar quizzes	8.5.1, 8.3.1, 8.3.1.2, 8.3.1.1, 8.3.3.2, 8.3.2, 8.3.3.1, 8.3.2.1, 8.2.1.5, 8.3.3.3, 8.3.5, 8.3.5.1, 8.3.3.4, 8.4.1, 8.3.4.1, 8.3.4.3, 8.3.4.4, 8.3.4, 8.3.4.5, 8.4.2.1, 8.4.3, 8.3.1.3, 8.4.2, 8.6.4.2
Literature	Identifying and understanding the elements of literature; identifying and distinguishing the differences amongst the genres of literature; Identifying and understanding elements of the author's craft; identifying and understanding stated and implied main idea and supporting details for increased reading comprehension	Elements of Literature, Interactive Reader, Word Wisdom, Read for Real, Supplemental Materials provided by the teacher, fluency materials, novel study –novel	FORF, tests(short answer and essay), quizzes, projects, writing assignments assessed by rubrics, Rewards	8.1.7.1, 8.1.3, 8.1.6.1, 8.1.6.6, 8.1.7.8, 8.6.1, 8.2.2.2, 8.1.7.3, 8.1.7.5, 8.1.7.2, 8.6.3.3, 8.1.7.4, 8.6.1, 8.6.3.2, 8.6.2.4, 8.2.2.5, 8.2.1.1, 8.2.2.3, 8.6.2.2, 8.6.2.1,

	**ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	to be chosen by the teacher from our middle school novel list, Rewards Plus for the intensive classes	assessments, teacher observation, informal assessments, screening and diagnostic assessments such as FCAT results from last year and DAR results	8.4.2.2, 8.3.1.3, 8.2.1.5, 8.1.7.7
Vocabulary	Identifying and understanding complex words within text; learning various reading strategies/tools to utilize during reading for increased comprehension; creating a personal dictionary of newly learned words; creating a class word wall; utilizing newly learned words within personal writing **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Word Wisdom, Elements of Literature, supplemental materials provided by the teacher, Quiz 6 software	Word Wisdom assessments, short and long response quizzes and tests, writing assignments assessed by rubrics	8.1.6.3, 8.1.6.1, 8.1.6.6
Speaking/ Viewing	Students will be taught and practice before, during, and after reading strategies which involve spoken rather than written responses; students will learn how to critically view and evaluate visual pieces of art/programs/videos **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Elements of Literature, supplemental materials provided by the teacher such as art work/videos/programs, Interactive Reader, Rewards Plus for Intensive classes	FORF, project presentations, viewing evaluations, screening and diagnostic assessments such as FCAT results from last year and DAR results	8.1.3, 8.1.7.8, 8.3.1.3
Second Quarter				
Writing/ Grammar	Review and mastery of writing process focusing upon persuasive writing; Grammar with focus upon revision and editing; focus on strong verbs and concentration on details in writing; viewing various examples of weak and strong writing; weak/strong arguments within writing; learning to score writing pieces; focus upon writer's purpose and audience; short and long responses to higher order thinking questions and literature	Word Wisdom, Supplemental Materials provided by the teacher, Strategies for Writing, Caught Ya's(Grammar), Rubrics for Holistic Scoring, Zaner-Bloser Conventions and Skills Practice	Short and long answer tests(publisher and teacher generated), essay questions, projects, writing assignments assessed by rubrics, short grammar	8.5.1, 8.3.1, 8.3.1.2, 8.3.1.1, 8.3.3.2, 8.3.2, 8.3.3.1, 8.3.2.1, 8.2.1.5, 8.3.3.3, 8.3.5, 8.3.5.1, 8.3.3.4, 8.4.1, 8.3.4.1, 8.3.4.3, 8.3.4.4, 8.3.4, 8.3.4.5, 8.4.2.1, 8.4.3, 8.3.1.3, 8.4.2, 8.6.4.2

	**ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Book, Internet Resources/Sites	quizzes	
Literature	Identifying and understanding the elements of literature; identifying and distinguishing the differences amongst the genres of literature; Identifying and understanding elements of the author's craft; identifying and understanding stated and implied main idea and supporting details for increased reading comprehension- focus in class will be upon non-fiction this quarter; effective use of interpersonal and academic vocabularies; point of view; develop and expand personal reading preferences **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Elements of Literature, Interactive Reader, Word Wisdom, Read for Real, Supplemental Materials provided by the teacher, fluency materials, novel study –novel to be chosen by the teacher from our middle school novel list, Rewards Plus for the intensive classes	FORF, tests(short answer and essay), quizzes, projects, writing assignments assessed by rubrics, Rewards assessments, teacher observation, informal assessments, screening and diagnostic assessments such as FCAT results from last year and DAR results	8.1.7.1, 8.1.3, 8.1.6.1, 8.1.6.6, 8.1.7.8, 8.6.1, 8.2.2.2, 8.1.7.3, 8.1.7.5, 8.1.7.2, 8.6.3.3, 8.1.7.4, 8.6.1, 8.6.3.2, 8.6.2.4, 8.2.2.5, 8.2.1.1, 8.2.2.3, 8.6.2.2, 8.6.2.1, 8.4.2.2, 8.3.1.3, 8.2.1.5, 8.1.7.7
Vocabulary	Identifying and understanding complex words within text; learning various reading strategies/tools to utilize during reading for increased comprehension; creating a personal dictionary of newly	Word Wisdom, Elements of Literature, supplemental materials provided by the teacher, Quiz 6 software	Word Wisdom assessments, short and long response quizzes and tests, writing assignments assessed by rubrics	8.1.6.3, 8.1.6.1, 8.1.6.6
Speaking/ Viewing	Students will be taught and practice before, during, and after reading strategies which involve spoken rather than written responses; students will learn how to critically view and evaluate visual pieces of art/programs/videos **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Elements of Literature, supplemental materials provided by the teacher such as art work/videos/programs, Interactive Reader, Rewards Plus for Intensive classes	FORF, project presentations, viewing evaluations, screening and diagnostic assessments such as FCAT results from last year and DAR results	8.1.3, 8.1.7.8, 8.3.1.3
Third Quarter				
Writing/ Grammar	Continue persuasive writing; Grammar with focus upon revision and editing; focus on strong verbs and	Word Wisdom, Supplemental	Short and long answer tests(publisher	8.5.1, 8.3.1, 8.3.1.2, 8.3.1.1, 8.3.3.2, 8.3.2,

	concentration on details in writing; viewing various examples of weak and strong writing; weak/strong arguments within writing; learning to score writing pieces; peer and self scoring; focus upon writer's purpose and audience; short and long responses to higher order thinking questions and literature **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Materials provided by the teacher, Strategies for Writing, Caught Ya's(Grammar), Rubrics for Holistic Scoring, Zaner-Bloser Conventions and Skills Practice Book, Internet Resources/Sites	and teacher generated), essay questions, projects, writing assignments assessed by rubrics, short grammar quizzes	8.3.3.1, 8.3.2.1, 8.2.1.5, 8.3.3.3, 8.3.5, 8.3.5.1, 8.3.3.4, 8.4.1, 8.3.4.1, 8.3.4.3, 8.3.4.4, 8.3.4, 8.3.4.5, 8.4.2.1, 8.4.3, 8.3.1.3, 8.4.2, 8.6.4.2
Literature	Identifying and understanding the elements of literature; identifying and distinguishing the differences amongst the genres of literature; Identifying and understanding elements of the author's craft; identifying and understanding stated and implied main idea and supporting details for increased reading comprehension- focus in class will be upon non-fiction this quarter; effective use of interpersonal and academic vocabularies; point of view; propaganda techniques; develop and expand personal reading preferences; evaluate literature critically **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Elements of Literature, Interactive Reader, Word Wisdom, Read for Real, Supplemental Materials provided by the teacher, fluency materials, novel study –novel to be chosen by the teacher from our middle school novel list, Rewards Plus for the intensive classes	Elements of Literature, Interactive Reader, Word Wisdom, Read for Real, Supplemental Materials provided by the teacher, fluency materials, novel study – novel to be chosen by the teacher from our	8.1.7.1, 8.1.3, 8.1.6.1, 8.1.6.6, 8.1.7.8, 8.6.1, 8.2.2.2, 8.1.7.3, 8.1.7.5, 8.1.7.2, 8.6.3.3, 8.1.7.4, 8.6.1, 8.6.3.2, 8.6.2.4, 8.2.2.5, 8.2.1.1, 8.2.2.3, 8.6.2.2, 8.6.2.1, 8.4.2.2, 8.3.1.3, 8.2.1.5, 8.1.7.7
Vocabulary	Identifying and understanding complex words within text; learning various reading strategies/tools to utilize during reading for increased comprehension; creating a personal dictionary of newly	Word Wisdom, Elements of Literature, supplemental materials provided by the teacher, Quiz 6 software	Word Wisdom assessments, short and long response quizzes and tests, writing assignments assessed by rubrics	8.1.6.3, 8.1.6.1, 8.1.6.6
Speaking/ Viewing	Students will be taught and practice before, during, and after reading strategies which involve spoken rather than written responses; students will learn how to critically view and evaluate visual pieces of art/programs/videos	Elements of Literature, supplemental materials provided by the teacher such as art work/videos/program	FORF, project presentations, viewing evaluations, screening and diagnostic	8.1.3, 8.1.7.8, 8.3.1.3

	**ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	s, Interactive Reader, Rewards Plus for Intensive classes	assessments such as FCAT results from last year and DAR results	
Fourth Quarter				
Writing/ Grammar	Continue to enhance personal writing via all the skills we have mastered in class; Grammar with focus upon revision and editing; focus on strong verbs and concentration on details in writing; short and long responses to higher order thinking questions and literature; poetry writing; research writing; creative writing **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Word Wisdom, Supplemental Materials provided by the teacher, Strategies for Writing, Caught Ya's(Grammar), Rubrics for Holistic Scoring, Zaner-Bloser Conventions and Skills Practice Book, Internet Resources/Sites	Short and long answer tests(publisher and teacher generated), essay questions, projects, writing assignments assessed by rubrics, short grammar quizzes	8.5.1, 8.3.1, 8.3.1.2, 8.3.1.1, 8.3.3.2, 8.3.2, 8.3.3.1, 8.3.2.1, 8.2.1.5, 8.3.3.3, 8.3.5, 8.3.5.1, 8.3.3.4, 8.4.1, 8.3.4.1, 8.3.4.3, 8.3.4.4, 8.3.4, 8.3.4.5, 8.4.2.1, 8.4.3, 8.3.1.3, 8.4.2, 8.6.4.2
Literature	Identifying and understanding the elements of literature; identifying and distinguishing the differences amongst the genres of literature; Identifying and understanding elements of the author's craft; identifying and understanding stated and implied main idea and supporting details for increased reading comprehension-technical writing will be emphasized; effective use of interpersonal and academic vocabularies; point of view; propaganda techniques; develop and expand personal reading preferences; evaluate literature critically **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Elements of Literature, Interactive Reader, Word Wisdom, Read for Real, Supplemental Materials provided by the teacher, fluency materials, novel study –novel to be chosen by the teacher from our middle school novel list, Rewards Plus for the intensive classes	Elements of Literature, Interactive Reader, Word Wisdom, Read for Real, Supplemental Materials provided by the teacher, fluency materials, novel study – novel to be chosen by the teacher from our	8.1.7.1, 8.1.3, 8.1.6.1, 8.1.6.6, 8.1.7.8, 8.6.1, 8.2.2.2, 8.1.7.3, 8.1.7.5, 8.1.7.2, 8.6.3.3, 8.1.7.4, 8.6.1, 8.6.3.2, 8.6.2.4, 8.2.2.5, 8.2.1.1, 8.2.2.3, 8.6.2.2, 8.6.2.1, 8.4.2.2, 8.3.1.3, 8.2.1.5, 8.1.7.7
Vocabulary	Identifying and understanding complex words within text; learning various reading strategies/tools to utilize during reading for increased comprehension; creating a personal dictionary of newly	Word Wisdom, Elements of Literature, supplemental materials provided by the teacher, Quiz 6 software	Word Wisdom assessments, short and long response quizzes and tests, writing assignments	8.1.6.3, 8.1.6.1, 8.1.6.6

			assessed by rubrics	
Speaking/ Viewing	Students will be taught and practice before, during, and after reading strategies which involve spoken rather than written responses; students will learn how to critically view and evaluate visual pieces of art/programs/videos **ALL LEVELS will be working on the same skills but teaching/learning style will vary according to students' readiness/level during each quarter	Elements of Literature, supplemental materials provided by the teacher such as art work/videos/programs, Interactive Reader, Rewards Plus for Intensive classes	FORF, project presentations, viewing evaluations, screening and diagnostic assessments such as FCAT results from last year and DAR results	8.1.3, 8.1.7.8, 8.3.1.3

Sunshine State Standards:

LA.8.1	**Reading Process**
LA.8.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.8.1.3	The student uses a variety of strategies to comprehend grade level text.
LA.8.1.6.3	use context clues to determine meanings of unfamiliar words;
LA.8.1.6.1	use new vocabulary that is introduced and taught directly;
LA.8.1.6.6	distinguish denotative and connotative meanings of words;
LA.8.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
LA.8.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.
LA.8.2.2.2	synthesize and use information from the text to state the main idea or provide relevant details;
LA.8.1.7.3	determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.8.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.8.1.7.2	analyze the author's purpose and/or perspective in a variety of texts and understand how they effect meaning;
LA.8.6.3.3	distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
LA.8.1.7.4	identify cause-and-effect relationships in text;
LA.8.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.
LA.8.6.3.2	demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
LA.8.6.2.4	understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, comply with the law.
LA.8.2.2.5	use interest and recommendation of others to select a variety of age- and ability-appropriate non-fiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a

	shared culture.
LA.8.2.1.10	use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
LA.8.2.2.3	organize information to show understanding or relationships among facts, ideas, and events (i.e., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.8.6.2.2	assess organize synthesize and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
LA.8.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
LA.8.6.2.1	select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/ publisher) to assess appropriateness of resources
LA.8.4.2.2	record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
LA.8.3.1.3	using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
LA.8.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
LA.8.6.2.3	write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used;
LA.8.2.1.5	develop an interpretation of a selection around several clear ideas, premises, or images, developing and justifying the interpretation through sustained used of examples and contextual evidence

Grade 7/8
Content Area Mathematics-Pre-Algebra

Incoming Expectations:

1. Form basic operations with decimals
2. Perform basic operations with fractions
3. Knows the order of operations
4. Convert between fraction, decimal, and percent
5. Knows units of measure and converts between them

Outgoing Expectations:

1. Evaluate algebraic expressions
2. Solve multi-step equations and inequalities
3. Perform operations with integers
4. Solve rates, ratios, and proportions
5. Performs basic operations with exponents
6. Computes area and volume of geometric figures

Curriculum Map

Title/Unit **Genre** **Theme**	**Activities** **Skills** **Concepts**	**Resources**	**Assessments**	**SSS** **GLE**
Parts of Ch. 5 & other resources: Fractional Operations August	Section 5-5: Addition/ Subtraction Section 5-3/5-4: Multiplication/ Division Section 5-6: LCM Section 4-4: GCF	Textbook Laptop Smartboard Internet	Quizzes Test	MAA531 MAA133 MAA331 MAB132 MAB232 MAD231 MAA331 MAA431 MAA132 MAB331
Chapter 1: Tools of Algebra September	Sections 1-1 through 1-6: Solving Equations/ Translating Algebraic Expressions/ Properties	Textbook Laptop Smartboard Internet	Quizzes Test	MAA332 MAA333 MAA431 MAD131 MAD231 MAA331 MAD132 MAC332

Chapter 2: Integers September/October	Sections 2-1 through 2-6: Add/Subtract/ Multiply/Divide/ Absolute Value	Textbook Laptop Smartboard Internet	Quizzes Test	MAA131 MAA132 MAA134 MAA331 MAA332 MAD231 MAA134 MAD232 MAA333 MAE132
Chapter 3: Equations October	Sections 3-1 through 3-7: Simplify/Solve Algebraic Equations	Textbook Laptop Smartboard Internet	Quizzes Test	MAD231 MAD232 MAA331 MAD131 MAB232 MAB331 MAA431 MAA333 MAB132
Chapter 4: Factors & Fractions October/November	Sections 4-1 through 4-8: Powers/Exponents/ Multiplying/Dividing Monomials/Scientific Notation	Textbook Laptop Smartboard Internet	Quizzes Test	MAA531 MAA131 MAA132 MAA134 MAA231 MAA332 MAB133 MAD231 MAA133 MAA531 MAB232 MAD232 MAA331
Chapter 5: Rational Numbers November	Section 5-1: Fractions as Decimals Section 5-9: Solving Equations with Rational Numbers Section 5-10: Arithmetic and Geometric Sequences	Textbook Laptop Smartboard Internet	Quizzes Test	MAA132 MAA133 MAA134 MAA332 MAA531
Chapter 6: Ratio, Proportion and Percent November/December	Section 6-1 through 6-9: Rates/Percents of Change/Probability	Textbook Laptop Smartboard Internet Smartview	Quizzes Test	MAA132 MAA134 MAA332 MAB232 MAA332

				MAB231 MAB134 MAB431 MAE231
Parts of Chapter 9, 10 & 11: Geometry January	Section 9-1: Square Roots Section 9-5: Pythagorean Theorem Section 10-1: Lines & Angles Section 10-3: Transformations Section 10-4/10-5: Area & Perimeter Section 10-6: Polygons Section 10-7: Circles Sections 11-1-11-3:Volume Section 11-4/11-5: Surface Area	Textbook Laptop Smartboard Internet Calculator Smartview	Quizzes Test	MAA132 MAA133 MAA134 MAB132 MAC131 MAC231 MAC331 MAC332
Parts of Chapter 1, 5 and 12: Statistics February	Section 5-8: Measures of Central Tendency/Line Plot Section 1-7: Scatter Plots Sections 12-1-12-5: Graphs	Textbook Laptop Smartboard Internet Smartview	Quizzes Test	MAE131 MAE331 MAE132 MAE331
Chapter 7: Equations & Inequalities March Chapter 8: Functions & Graphing April/May	Sections 7-1 through 7-6: Solving Equations w/Variables on Each Side/Solving Multi-step Inequalities Sections 8-1 through 8-3: Functions/ Graphing	Textbook Laptop Smartboard Internet Smartview	Quizzes Test	MAC332 MAA332 MAA333 MAD131 MAD132 MAD231 MAD232

Sunshine State Standards: ***(Grade 8 Expectations)***

Strand A: Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.
Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.
Benchmark MA.A.1.3.2: The student understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.
Benchmark MA.A.1.3.3: The student understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations.
Benchmark MA.A.1.3.4: The student understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.

Standard 2: The student understands number systems.
Benchmark MA.A.2.3.1: The student understands and uses exponential and scientific notation.

Benchmark MA.A.2.3.2: The student understands the structure of number systems other than the decimal number system.

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.3.1: The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.

Benchmark MA.A.3.3.2: The student selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.

Benchmark MA.A.3.3.3: The student adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Standard 4: The student uses estimation in problem solving and computation.

Benchmark MA.A.4.3.1: The student uses estimation strategies to predict results and to check the reasonableness of results.

Standard 5: The student understands and applies theories related to numbers.

Benchmark MA.A.5.3.1: The student uses concepts about numbers, including primes, factors, and multiples, to build number sequences.

Strand B: Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.3.1: The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.

Benchmark MA.B.1.3.2: The student uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.

Benchmark MA.B.1.3.3: The student understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume.

Benchmark MA.B.1.3.4: The student constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.3.1: The student uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.

Benchmark MA.B.2.3.2: The student solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

Standard 3: The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.3.1: The student solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.3.1: The student selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement).

Benchmark MA.B.4.3.2: The student selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Strand C: Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.
Benchmark MA.C.1.3.1: The student understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two- and three-dimensions.

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.
Benchmark MA.C.2.3.1: The student understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements.
Benchmark MA.C.2.3.2: The student predicts and verifies patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).

Standard 3: The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.
Benchmark MA.C.3.3.1: The student represents and applies geometric properties and relationships to solve real-world and mathematical problems.
Benchmark MA.C.3.3.2: The student identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.

Strand D: Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.
Benchmark MA.D.1.3.1: The student describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.
Benchmark MA.D.1.3.2: The student creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.
Benchmark MA.D.2.3.1: The student represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.
Benchmark MA.D.2.3.2: The student uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

Strand E: Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.
Benchmark MA.E.1.3.1: The student collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.
Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode).
Benchmark MA.E.1.3.3: The student analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.
Benchmark MA.E.2.3.1: The student compares experimental results with mathematical expectations of probabilities.
Benchmark MA.E.2.3.2: The student determines odds for and odds against a given situation.

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.
Benchmark MA.E.3.3.1: The student formulates hypotheses, designs experiments, collects and interprets data,

and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.
Benchmark MA.E.3.3.2: The student identifies the common uses and misuses of probability or statistical analysis in the everyday world.

Grade 8
Content Area Mathematics-Algebra I

Incoming Expectations:

- Evaluates algebraic expression
- Solves multi-step equations and inequalities
- Perform operations with integers
- Solves rate, ratios, proportions
- Performs basic operations with exponents
- Computes area and volume of geometric figures

Outgoing Expectations:

- Solves and graphs linear equations and inequalities
- Solves and graphs systems of equations and inequalities
- Performs operations with exponents
- Solves quadratic equations by evaluating square roots, factoring, or using the quadratic formula
- Performs operations with polynomials and factors completely
- Add, subtract, multiply, divide rational expressions

Curriculum Map

Title/Unit Genre Theme	Activities Skills Concepts	Resources	Assessments	SSS GLE
Unit 1: **Expressions & Equations** **First Nine Weeks**	Chapter 1: Variables Properties Chapter 2: Real Numbers Square roots Chapter 3: Solving multi-step equations Formulas Weighted mean	Glencoe Algebra I Laptop Smartboard Internet	Quizzes Test	MAA141 MAA143 MAA144 MAA242 MAA341 MAA342 MAA343 MAA441 MAB141 MAB142 MAB242 MAD141 MAE141 MAE142 MAE143

				MAE241 MAE242
Unit 2: **Linear Functions** **Second Nine Weeks**	Chapter 4: Coordinate plane Relations Graphing Arithmetic sequences Chapter 5: Slope Slope-intercept form Point-slope form Parallel and perpendicular Lines Scatter plots Chapter 6: Solving Multi-Step Linear Inequalities Graphing Inequalities, Chapter 7: Systems of Linear Equations and Inequalities	Glencoe Algebra I Laptop Smartboard Internet	Quizzes Test	MAA144 MAA541 MAB242 MAC241 MAC342 MAD141 MAD241 MAD242
Unit 3: **Polynomials and Nonlinear Functions** **Third Nine Weeks**	Chapter 8/9: Monomials, Binomials, Trinomials (add, subtract, multiply, divide, and factor) Chapter 10: Quadratic Equations(factor, graph) Geometric Sequence	Glencoe Algebra I Laptop Smartboard Internet	Quizzes Test	MAA144 MAA241 MAA341 MAA342 MAA343 MAA541 MAC241 MAD141 MAD241
Chapter 12: **Rational Expressions and Equations** **Third Nine Weeks**	Inverse Variation Rational Expressions and Equations Complex Fractions	Glencoe Algebra I Laptop Smartboard Internet	Quizzes Test	MAA144 MAA341 MAA343 MAB142 MAB143 MAB242 MAC241 MAC341 MAC342
Unit 4: **Radical and Rational Functions**	Chapter 11: Radical Expressions, Radical Equations, Pythagorean Theorem, Distance	Glencoe Algebra I Laptop Smartboard Internet	Quizzes Test	MAB241 MAB242

Fourth Nine Weeks	Formula, Similar Triangles, Rational Expressions and Equations			
Unit 5: **Data Analysis** **Fourth Nine Weeks**	Chapter 13: Statistics Chapter 14: Probability	Glencoe Algebra I Laptop Smartboard Internet	Quizzes Test	MAD241 MAE141 MAE142 MAE143 MAE241 MAE242 MAE342
Sunshine State Standards: **See Pre-Algebra Map for Grade 8 Expectations**				

Grade 8
Content Area: Honors Algebra

Incoming Expectations:

- Evaluates algebraic expression
- Solves multi-step equations and inequalities
- Perform operations with integers
- Solves rate, ratios, proportions
- Performs basic operations with exponents
- Computes area and volume of geometric figures

Outgoing Expectations:

- Solves and graphs linear equations and inequalities
- Solves and graphs systems of equations and inequalities
- Performs operations with exponents
- Solves quadratic equations by evaluating square roots, factoring, or using the quadratic formula
- Performs operations with polynomials and factors completely
- Add, subtract, multiply, divide rational expressions

Curriculum Map

Title/Unit Genre Theme	**Activities Skills Concepts**	**Resources**	**Assessments**	**SSS GLE**
Review of Pre-requisite skills Chapters 1, 2, part of 3 1st 9 weeks	-exponents, powers -order of operations -properties of real numbers -solving basic equations. -probability and odds	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -homework -classwork, boardwork	MA.B.1.4.2 MA.B.2.4.2 MA.D.2.4.2 MA.B.1.4.1 MA.B.1.4.3 MA.A.1.4.4 MA.A.3.4.1 MA.A.3.4.3 MA.A.1.4.2 MA.A.1.4.4 MA.A.2.4.2 MA.A.3.4.2 MA.D.2.4.2 MA.E.2.4.1 MA.E.2.4.2
Solving Linear Equations Chapter 3 1st 9 weeks	-solving multistep equations -solving equations with variables on both sides -linear equations and problem solving -solving decimal equations -formulas and functions -rates, ratios, %	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.A.3.4.2 MA.B.2.4.2 MA.D.2.4.2 MA.D.2.4.2 MA.B.1.4.2 MA.D.2.4.2 MA.E.1.4.1 MA.A.4.4.1 MA.D.2.4.2 MA.B.1.4.1 MA.B.2.4.2
Graphing Linear	-Graphing Linear	-McDougal Littell	-quizzes	MA.C.3.4.2

Equations and Functions Chapter 4 1st 9 weeks/ 2nd 9 weeks	equations -x, y intercepts -slope of a line -graphing using slope intercept form -solving linear equations using graphs -functions and relations	Algebra -Smart Board -internet	-tests -classwork, boardwork	MA.C.2.4.1 MA.B.2.4.2 MA.C.3.4.2 MA.D.1.4.1 MA.D.2.4.2 MA.D.1.4.1
Writing Linear Equations Chapter 5 2nd 9 weeks	-writing linear equations in slope intercept form -writing linear equations given slope and a point -writing linear equations given two points -point-slope form of a linear equation -standard form of a linear equation -predicting with linear models	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -project -classwork, boardwork	MA.B.2.4.2 MA.C.2.4.1 MA.C.3.4.2 MA.E.1.4.1 MA.C.3.4.2 MA.D.2.4.2 MA.D.1.4.1 MA.E.1.4.3
Solving and Graphing Linear Inequalities Chapter 6 2nd 9 weeks	-one step and multistep inequalities -compound inequalities -absolute value equations and inequalities -graphing linear inequalities in two variables	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.D.2.4.2 MA.B.2.4.2 MA.D.2.4.2 MA.E.1.4.1 MA.C.3.4.2 MA.B.2.4.1
Data and Statistics Various chapters 3rd 9 weeks	-scatter plots -stem and leaf plots -box and whisker plots	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.C.3.4.2 MA.D.1.4.1 MA.E.1.4.1 MA.E.1.4.2
Systems of Linear Equations and Inequalities Chapter 7 3rd 9 weeks	-solving linear systems -applications of linear systems -special types of linear systems -systems of linear inequalities	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.C.3.4.2 MA.D.2.4.2 MA.B.2.4.2 MA.D.1.4.1 MA.C.3.4.2
Exponents and Exponential Functions	-properties of exponents -scientific notation -graphs of	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.A.3.4.1 MA.A.3.4.3 MA.C.3.4.2 MA.D.1.4.1

Chapter 8 3rd 9 weeks	exponential functions			
Quadratic Equations and Functions Chapter 9 3rd/ 4th 9 weeks	-solving quadratic equations by finding square roots -simplifying radicals -graphing quadratic functions -solving quadratic equations by graphing and the quadratic formula -applications of the discriminant	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.A.3.4.1 MA.A.3.4.3 MA.D.1.4.1 MA.D.1.4.2 MA.A.4.4.1 MA.B.3.4.1 MA.C.2.4.1 MA.C.3.4.1 MA.C.3.4.2 MA.B.1.4.2 MA.D.2.4.2
Polynomials and Factoring Chapter 10 4th 9 weeks	-add, subtract polynomials -multiply polynomials -special products -solving polynomials in factored form -factoring	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.A.3.4.2 MA.B.1.4.1 MA.C.3.4.2 MA.D.2.4.2 MA.D.1.4.1
Rational expressions Chapter 11 4th 9 weeks	-ratio and proportion -simplifying rational expressions -multiplying, dividing rational expression	-McDougal Littell Algebra -Smart Board -internet	-quizzes -tests -classwork, boardwork	MA.B.1.4.3 MA.C.2.4.1 MA.A.3.4.2 MA.B.2.4.2 MA.D.2.4.2

Sunshine State Standards: (Algebra 1)

1. Demonstrate understanding of the different ways numbers are represented and used in the real world.

MA.A.1.4.1 associate verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and *complex numbers.*

MA.A.1.4.2 understand the relative size of integers, rational numbers, irrational numbers, and real numbers.

MA.A.1.4.3 understand concrete and symbolic representations of real and complex numbers in real-world situations.

MA.A.1.4.4 understand that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, *and logarithms.*

2. Demonstrate understanding of number systems.

MA.A.2.4.1 understand and use the basic concepts of limits and infinity.

MA.A.2.4.2 understand and *use* the real number system.

3. Demonstrate understanding of the effects of operations on numbers and the relationships among these operations, select appropriate operations, and compute for problem solving.

MA.A.3.4.1 understand and explain the effects of addition, subtraction, multiplication, and division on real numbers, including square roots, exponents, and appropriate inverse relationships.

MA.A.3.4.2 select and justify alternative strategies, such as using properties of numbers, including inverse, identity, distributive, associative, and transitive, that allow operational shortcuts for computational procedures in real-world or mathematical problems.
MA.A.3.4.3 add, subtract, multiply, and divide real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

4. Use estimation in problem solving and computation.
MA.A.4.4.1 use estimation strategies in complex situations to predict results and to check the reasonableness of results.

5. Demonstrate understanding of and apply theories related to numbers.
MA.A.5.4.1 apply special number relationships such as sequences and series to real-world problems.

6. Measure quantities in the real world and use the measures to solve problems.
MA.B.1.4.1 use concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids, cylinders, cones, and pyramids.
MA.B.1.4.2 use concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, *and arc lengths.*
MA.B.1.4.3 relate the concepts of measurement to similarity and proportionality in real-world situations.

7. Compare, contrast, and convert within systems of measurement (both standard/ nonstandard and metric/customary).
MA.B.2.4.1 select and use direct (measured) and indirect (not measured) methods of measurement as appropriate.
MA.B.2.4.2 solve real-world problems involving rated measures (miles per hour, feet per second).

8. Estimate measurements in real-world problem situations.
MA.B.3.4.1 solve real-world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume and estimate the effects of measurement errors on calculations.

9. Visualize and illustrate ways in which shapes can be combined, subdivided, and changed.
MA.C.2.4.1 understand geometric concepts such as perpendicularity, parallelism, *tangency,* congruency, similarity, reflections, symmetry, *and transformations including flips, slides, turns, enlargements, rotations, and fractals.*

10. Use coordinate geometry to locate objects in two dimensions and to describe objects algebraically.
MA.C.3.4.1 represent and apply geometric properties and relationships to solve real-world and mathematical problems including ratio, proportion, *and properties of right triangle trigonometry.*
MA.C.3.4.2 using a rectangular coordinate system (graph), apply and algebraically verify properties of two- and *three-* dimensional figures, including distance, midpoint, slope, parallelism, and perpendicularity.

11. Describe, analyze, and generalize a wide variety of patterns, relations, and functions.
MA.D.1.4.1 describe, analyze, and generalize relationships, patterns, and functions using words, symbols, variables, tables, and graphs.
MA.D.1.4.2 determine the impact when changing parameters of given functions.

12. Use expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.
MA.D.2.4.1 represent real-world problem situations using finite graphs, matrices, sequences, *series, and recursive relations.*
MA.D.2.4.2 use systems of equations and inequalities to solve real-world problems graphically, algebraically, *and with matrices.*

13. Demonstrate understanding and use the tools of data analysis for managing information.

MA.E.1.4.1 interpret data that has been collected, organized, and displayed in charts, tables, and plots.
MA.E.1.4.2 calculate measures of central tendency (mean, median, and mode) and dispersion (range, *standard deviation and variance*) for complex sets of data and determine the most meaningful measure to describe the data.
MA.E.1.4.3 analyze real-world data and make predictions of larger populations by *applying formulas to calculate measures of central tendency and dispersion* using the sample population data and using appropriate technology, including calculators and computers.

14. Identify patterns and make predictions from an orderly display of data using concepts of probability and statistics.
MA.E.2.4.1 determine probabilities using counting procedures, tables, tree diagrams and *formulas for permutations and combinations.*
MA.E.2.4.2 determine the probability for simple and compound events as well as independent and dependent events.

15. Use statistical methods to make inferences and valid arguments about real-world situations.
MA.E.3.4.1 design and perform real-world statistical experiments that involve more than one variable, then analyze results and report findings.
MA.E.3.4.2 explain the limitations of using statistical techniques and data in making inferences and valid arguments.

Portions of the benchmarks that are italicized are not required for Algebra 1.

Grade 8
Content Area: Honors Geometry

Incoming Expectations:

- Solves and graphs linear equations and inequalities
- Solves and graphs systems of equations and inequalities
- Performs operations with exponents
- Solves quadratic equations by evaluating square roots, factoring, or using the quadratic formula
- Performs operations with polynomials and factors completely
- Add, subtract, multiply, divide rational expressions

Outgoing Expectations:

- Use deductive and inductive reasoning to construct formal and informal proofs.
- Identify the classes of polygons and solids and calculate their perimeters, areas, and volumes.
- Apply theorems about parallel lines, triangles, and polygons to geometric proofs and problems.
- Apply right triangle theorems and relationships to the study of special right triangles and trigonometry
- Apply the definitions and properties of the parts of a circle to solving problems.
- Apply theorems about similarity, reflections, symmetry and transformations to solving problems.

Curriculum Map

Title/Unit Genre Theme	**Activities Skills Concepts**	**Resources**	**Assessments**	**SSS GLE**
Basics of Geometry Chapter 1 1st 9 weeks	-patterns, inductive reasoning -points. Lines, planes -segment postulates -angle postulates -segment and angle bisectors -angle pair relationships -perimeter, area of common plane figures	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -homework -classwork, boardwork	MA.A.3.4.3 MA.B.1.4.1 MA.C.2.4.1 MA.B.2.4.1 MA.C.3.4.2 MA.C.3.4.1 MA.C.1.4.1 MA.B.3.4.1
Reasoning and Proof 1st 9 weeks	-conditional statements -definitions, biconditional statements	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad	-quizzes -tests -homework -classwork, boardwork	MA.C.1.4.1 MA.C.2.4.1 MA.A.3.4.3 MA.C.3.4.1

	-deductive reasoning -reasoning with properties from algebra -prove statements about segments -prove properties about special angles	-straight edge, compass, protractor -internet		
Perpendicular and Parallel Lines Chapter 3 1st 9 weeks	-lines and angles -proof and perpendicular lines -parallel lines and transversals -prove lines are parallel -use properties of parallel lines -construct parallel lines using straightedge and compass -parallel lines in the coordinate plane -perpendicular lines in the coordinate plane	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -homework -classwork, boardwork	MA.C.2.4.1 MA.B.2.4.1 MA.C.1.4.1 MA.B.3.4.1 MA.C.3.4.1 MA.C.3.4.2
Congruent Triangles Chapter 4 2nd 9 weeks	-triangles and angles -congruence and triangles -proving triangles are congruent -using congruent triangles -Isosceles, equilateral, and right triangles -triangles and coordinate proof	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -homework -classwork, boardwork	MA.B.1.4.2 MA.C.1.4.1 MA.C.2.4.1 MA.C.3.4.1 MA.B.2.4.1 MA.C.3.4.2
Properties of Triangles Chapter 5 2nd 9 weeks	-perpendiculars and bisectors -bisectors of a triangle -medians, altitudes -midsegment theorem -inequalities in one triangle -indirect proof	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -homework -classwork, boardwork	MA.C.2.4.1 MA.B.2.4.1 MA.C.1.4.1 MA.C.3.4.1 MA.C.3.4.2
Quadrilaterals Chapter 6 2nd 9 weeks	-polygons -parallelograms -rhombuses, rectangles, squares	-McDougal Littell Geometry -Smart Board	-quizzes -tests -classwork, boardwork	MA.C.2.4.1 MA.B.1.4.2 MA.C.3.4.1 MA.B.2.4.1 MA.C.1.4.1

	-trapezoids, kites -special quads -area	-Geometer's Sketchpad -straight edge, compass, protractor -internet	-homework	MA.C.3.4.2 MA.B.1.4.1 MA.A.4.4.1 MA.B.3.4.1
Transformations Chapter 7 3rd 9 weeks	-rigid motion -reflections -rotations -translation and vectors -glide reflections and compositions	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -classwork, boardwork -homework	MA.C.2.4.1 MA.C.3.4.2 MA.B.2.4.1 MA.C.1.4.1 MA.B.3.4.1 MA.C.3.4.1
Similarity Chapter 8 3rd 9 weeks	-ratio and proportion -similar polygons -similar triangles -proportions and similar triangles -dilations	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -classwork, boardwork -homework	MA.B.1.4.3 MA.C.3.4.1 MA.B.2.4.1 MA.B.3.4.1 MA.C.1.4.1 MA.C.2.4.1 MA.C.3.4.2
Right Triangles and Trigonometry Chapter 9 3rd 9 weeks	-similar right triangles -pythagorean theorem -special right triangles -trigonometric ratios -solving right triangles -vectors	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -classwork, boardwork -homework	MA.B.1.4.3 MA.B.2.4.1 MA.C.3.4.1 MA.C.2.4.2 MA.C.1.4.1 MA.A.3.4.3 MA.C.2.4.1 MA.B.3.4.1 MA.C.3.4.2
Circles Chapter 10 4th 9 weeks	-tangents to circles -arcs, chords -inscribed angles -other angle relationships -segment length -equations -locus	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -classwork, boardwork -homework	MA.C.1.4.1 MA.C.2.4.1 MA.C.3.4.1 MA.C.3.4.2 MA.B.1.4.2 MA.B.2.4.1 MA.B.3.4.1
Area of Polygons and Circles Chapter 11 4th 9 weeks	-angle measure in polygons -area of polygons -perimeter, area of similar figures -circumference, arc length -area of circles -geometric probability	-McDougal Littell Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-quizzes -tests -classwork, boardwork -homework	MA.B.1.4.2 MA.C.2.4.1 MA.C.3.4.1 MA.B.1.4.1 MA.B.2.4.1 MA.B.1.4.3 MA.B.3.4.1 MA.A.4.4.1
Surface Area and	-solids	-McDougal Littell	-quizzes	MA.C.2.4.2

Volume Chapter 12 4th 9 weeks	-surface area and volume of prisms, cylinders, pyramids, cones, and spheres	Geometry -Smart Board -Geometer's Sketchpad -straight edge, compass, protractor -internet	-tests -classwork, boardwork -homework	MA.C.2.4.1 MA.C.3.4.1 MA.B.1.4.1 MA.B.2.4.1 MA.B.3.4.1 MA.C.2.4.2 MA.B.1.4.3

Sunshine State Standards: (HONORS GEOMETRY)

1. Demonstrate an understanding of the terminology and fundamental properties of geometry.

MA.C.2.4.1 understand geometric concepts such as perpendicularity, parallelism, tangency, congruency, similarity, reflections, symmetry, and transformations including flips, slides, turns, enlargements, rotations, and fractals.

MA.C.2.4.2 analyze and apply geometric relationships involving planar cross-sections (the intersection of a plane and a three dimensional figure).

2. Demonstrate an understanding of deductive and inductive reasoning.

MA.C.1.4.1 use properties and relationships of geometric shapes to construct formal and informal proofs.

3. Demonstrate the ability to solve real-world problems by using geometric models and/or applying geometric properties.

MA.A.3.4.3 add, subtract, multiply, and divide real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

MA.A.4.4.1 use estimation strategies in complex situations to predict results and to check the reasonableness of results.

MA.B.1.4.1 use concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids, cylinders, cones, and pyramids.

MA.B.1.4.2 use concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths.

MA.B.1.4.3 relate the concepts of measurement to similarity and proportionality in real-world situations.

MA.B.2.4.1 select and use direct (measured) and indirect (not measured) methods of measurement as appropriate.

MA.B.3.4.1 solve real-world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume and estimate the effects of measurement errors on calculations.

MA.C.3.4.1 represent and apply geometric properties and relationships to solve real-world and mathematical problems including ratio, proportion, and properties of right triangle trigonometry.

4. Demonstrate an understanding of transformational and coordinate geometry.

MA.C.2.4.1 understand geometric concepts such as perpendicularity, parallelism, tangency, congruency, similarity, reflections, symmetry, and transformations including flips, slides, turns, enlargements, rotations, and fractals.

MA.C.3.4.2 using a rectangular coordinate system (graph), apply and algebraically verify properties of two- and three-dimensional figures, including distance, midpoint, slope, parallelism, and perpendicularity.

Grade _8___
Content Area -Science

Incoming Expectations:

- Apply the scientific method to solve a problem, be able to identify the independent variable, dependent variable, and control.
- Record and analyze data to develop a conclusion.
- Observe objects for patterns and record both quantitative and qualitative information.
- Use a precise scientific language in oral and written communication.
- Write a lab report.
- Select appropriate format (charts, graph, and tables) to summarize data obtained.
- Construct models to describe concepts and principles.
- Know how to use mathematical formulas used in science.
- Use field guides and other keys to assist in the identification of things being studied.
- Identify, choose, and use the appropriate scientific apparatus to gather and process data with accuracy and precision.
- Knowledge and mastery of the following content areas (at the middle school level):
  Rocks and minerals
  Earthquakes, volcanoes and plate tectonics
  Processes that change the Earth's surface.
  Earth's waters
  Weather and climate
  Astronomy

Outgoing Expectations:

- Design and conduct an experiment working independently, be able to identify the independent variable, dependent variable, control, and constants.
- Record and analyze data to develop a conclusion, revise and assess the investigation.
- Use mathematical reasoning to communicate information.
- Calculate the density of various objects.
- Calculate and define speed, velocity, and acceleration.
- Know how to convert metric units.
- Maintain an open and questioning mind toward ideas and alternative points of view.
- Select and use appropriate scientific apparatus to gather and process data with accuracy and precision.
- Apply and use the principles of the periodic table.
- Understand the role of the atom in chemical and physical changes.
- Knowledge and mastery of the following content area (at the middle school level):
  Matter
  Elements and periodic table
  Atoms and bonding
  Chemical reactions
  Motion and forces
  Energy
  Waves
  Light and sound
  Electricity and magnetism

Curriculum Map

Title/Unit Genre Theme	Activities Skills Concepts	Resources	Assessments	SSS GLE
Scientific Method **August** **(2weeks)**	**Activities:** 1. Plant Lab 2. How Does a Ball Bounce 3. Investigating Shadows **Skills:** 1. Predicting 2. Controlling Variables 3. Developing Hypothesis 4. Measuring 5. Creating Data Tables **Concepts:** 1. The student will learn to solve problems using the scientific method. This method will be used through out the course and embedded in the lab activities.	1. Prentice Hall Science Explorer 2. United Streaming 3. Discovery Channel 4. Discovery School Videos 5. Active Art 6. NSTA 7. AIMS 8. SciLinks.org 9. Sciencespot.com 10. Science Fair doc. 11. Florida All-In-One Student Workbook 12.FCAT Practice Workbook	**Formative:** 1. Note-taking 2. Daily work 3. Observation 4. Homework **Summative:** 1. Test 2. Lab 3. Project 4. Chapter questions	H.3.3.1 H.1.3.3 H.1.3.1 H.3.3.4 H.1.3.4 H.1.3.5 H.2.3.1
Chemical Building Blocks **C. 2-8** **1st and 2nd 9 weeks** **(14 weeks)**	**Activities:** 1. Lab-Mixed Reactions 2. Adopt an Element 3. A Crazy Colloid 4. Density 5. Density of Objects 6. Common Cents 7. Identification of Chemical Reactions 8. Properties of Acids and Bases 9. Introduction of Oxidation 10. Food Nutrient Analysis Kit **Skills:** 1. Create a graph 2. Create a Data Table 3. Write Chemical Formulas 4. Balance Chemical Formulas 5. Calculate volume 6. Calculate density 7. Compare tables 8. Use the periodic Table 9. Design solutions 10. Communicate concepts **Concepts:** 1. Students will be able to explain atoms, elements and compounds 2. Determine density 3.Describe physical and chemical changes	Resources: 1. Prentice Hall Science Explorer 2. United Streaming 3. Discovery Channel 4. Discovery School Videos 5. Active Art 6. NSTA 7. AIMS 8. SciLinks.org 9. Sciencespot.com 10 .Lab Aids. 11. Florida All-In-One Student Workbook 12. FCAT Practice Workbook	**Formative:** 1. Note-taking 2. Daily work 3. Observation 4. Homework **Summative:** 1. Test 2. Lab 3. Project 4. Chapter questions	A.1.3.6 H.3.3.4 A.1.3.1 A.2.3.2 A.1.3.2 A.1.3.5 A.1.3.3 B.1.3.1 G.2.3.4 B.2.3.1 H.3.3.1 C.1.3.4 A.1.3.4 B.1.3.5 H.3.3.7 H.2.3.1 D.1.3.5 H.1.3.2 H.1.3.1 H.1.3.6 H.1.3.5 H.1.3.7 F.1.3.4 G.2.3.4 H.3.3.1 H.1.3.4 H.3.3.4 H.3.3.5 H.3.3.6

	4. Describe characteristics of solids, liquids and gases 5. Explain how volume, temperature and pressure are related 6. Graph Charles' and Boyle's laws 7. Describe atomic theory 8. How elements are placed on periodic table 9. Describe ions and how they are formed 10. How covalent bonds are formed 11. Name 3 categories of chemical reactions 12. Write chemical equations 13. Name properties of acids and bases 14. List properties of carbon compounds 15. Identify properties of hydrocarbons 16.Explain organic compounds in living things			
Motion and Forces Chapters 9,10,and11	**Activities:** 1. Show Some Motion 2. How Fast and How Far? 3. How Force With You? 4. Inclined to Roll 5. Which Lands First? 6. What Changes Motion? 7. How Pushy Is A Straw? 8. Sink and Spill 9. How Does Pressure change? 10. Does the Movement of Air Affect Pressure? **Concepts:** Students will be able to determine when an object is in motion. Students will learn how scientists measure distance. and use those measurements in determining speed and velocity. Students will learn the affect of force on objects. Through their study, they should be able to explain how balanced and unbalanced forces are related to an object's motion. Students will learn how to describe friction and identify the affect of its force. Students will learn Newton's first, second and third laws of motion. Students will be able to explain what pressure is. They will study	Resources: 1. Prentice Hall Science Explorer 2. United Streaming 3. Discovery Channel 4. Discovery School Videos 5. Active Art 6. NSTA 7. AIMS 8. SciLinks.org 9. Sciencespot.com 10 .Lab Aids. 11. Florida All-In-One Student Workbook 12. FCAT Practice Workbook	**Formative:** 1. Note-taking 2. Daily work 3. Observation 4. Homework **Summative:** 1. Test 2. Lab 3. Project 4. Chapter questions	C.1.3.1 H.1.3.7 C.2.3.2 C.2.3.3 H.3.3.7 A.1.3.2 C.1.3.1 C.2.3.1 C.2.3.2 C.2.3.3 C.2.3.7

	Archimedes Principle and learn what is meant by buoyant force. Students will see how pressure is transmitted in fluids by studying Pascal's Principle. Motion of fluids caused through fluid pressure will be examined through Bernoulli's Principle. Affect Pressure?			
Sound and Light Chapters 15,16,17, and 18	**Activities:** How Do Waves Travel? Wavy Motion How Does a Ball Bounce? Making Waves What is Sound? How Does Amplitude Affect Loudness? How Can You Change Pitch? How Can You Use Time to Measure Distance? How Do Colors Mix? How Does Your Reflection Wink? Looking at Images **Concepts:** Students will find out what causes a mechanical wave. They will investigate two types of waves and learn how they can be represented. The basic properties of waves will be described. Students will learn that wave speed is related to wavelength and frequency. The effect of reflection, refraction, and diffraction on the direction of a wave will be investigated. Students will learn the nature of sound by first defining it and look at how sound waves interact. They will also identify factors that affect the speed of sound. Students learn what an electromagnetic wave consist of and its behavior. The names of the waves that make up the electromagnetic spectrum will be learned. . Light and its properties will be investigated. Students will learn what happens to the light that strikes an object. The properties of reflection and refraction will be investigated	Resources: 1. Prentice Hall Science Explorer 2. United Streaming 3. Discovery Channel 4. Discovery School Videos 5. Active Art 6. NSTA 7. AIMS 8. SciLinks.org 9. Sciencespot.com 10 .Lab Aids. 11. Florida All-In-One Student Workbook 12. FCAT Practice Workbook	**Formative:** 1. Note-taking 2. Daily work 3. Observation 4. Homework **Summative:** 1. Test 2. Lab 3. Project 4. Chapter questions	B.1.3.6 H.2.3.1 C.1.3.2 H.3.3.1 H.3.3.4 A.1.3.6 B.1.3.6 C.1.3.2 B.1.3.1 B.2.3.1 A.1.3.5 H.3.3.4 B.1.3.3 A.2.3.1 A.2.3.3 H.3.3.5 H.3.3.6 H.1.3.5 F.1.3.6
Electricity and Magnetism Chapters 19 and 20	**Activities:** What Do All Magnets Have In Common? How Can Materials Become Magnetics?	Resources: 1. Prentice Hall Science Explorer 2. United Streaming 3. Discovery	**Formative:** 1. Note-taking 2. Daily work 3. Observation 4. Homework	C.2.3.1 A.1.3.1 B.2.3.1 H.1.3.1 H.3.3.4

	How Can Current be Measured? Do the Lights Keep Shining? **Concepts:** Students will learn the properties of a magnet. The interaction of magnetic poles will be investigated. Students will see how an atom can behave like a magnet. Students will learn how electric charges interact and how electric current is produced. They will learn about the first battery and how an electrochemical cell works. Finally, students will learn Ohm's Law and its applications to electric circuits and power.	Channel 4. Discovery School Videos 5. Active Art 6. NSTA 7. AIMS 8. SciLinks.org 9. Sciencespot.com 10 .Lab Aids. 11. Florida All-In-One Student Workbook 12. FCAT Practice Workbook	**Summative:** 1. Test 2. Lab 3. Project 4. Chapter questions	B.1.3.1 H.1.3.5 H.1.3.6 B.1.3.4

Sunshine State Standards:

Eighth Grade – Science

SC Science
A Nature of Matter
B Energy
C Force and Motion
D Processes that Shape the Earth
E Earth and Space
F Processes of Life
G How Living Things Interact with Their Environment
H The Nature of Science
Benchmark Description

SC.A.1.3.1 The student identifies various ways in which substances differ (e.g., mass, volume, shape, density, texture, and reaction to temperature and light).
SC.A.1.3.1.8.1 The student determines the physical properties of matter that can be observed without altering the substance (for example, mass, volume, boiling point, density).
SC.A.1.3.1.8.2 The student knows the difference between transparent, translucent, and opaque objects.
SC.A.1.3.2 The student understands the difference between weight and mass.
SC.A.1.3.2.8.1 The student understands that weight will vary with the location of the mass in the universe, but the mass will remain constant.
SC.A.1.3.3 The student knows that temperature measures the average energy of motion of the particles that make up the substance.
SC.A.1.3.3.8.1 The student knows that the average kinetic energy of the atoms or molecules of different objects varies with their temperature.
SC.A.1.3.4 The student knows that atoms in solids are close together and do not move around easily; in liquids, atoms tend to move farther apart; in gas, atoms are quite far apart and move around freely.
SC.A.1.3.4.8.1 The student understands that changes in energy cause phase changes.
SC.A.1.3.5 The student knows the difference between a physical change in a substance (e.g., altering the shape, form, volume, or density) and a chemical change (i.e., producing new substances with different characteristics).
SC.A.1.3.5.8.1 The student knows how to use clues (for example, change in color or form) to determine whether a change is chemical or physical.
SC.A.1.3.6 The student knows that equal volumes of different substances may have different masses.
SC.A.1.3.6.8.1 The student determines the relationship between mass and volume of an assortment of common substances.
SC.A.2.3.1 The student describes and compares the properties of particles and waves.
SC.A.2.3.1.8.1 The student knows that matter is mostly neutral, but that particles can attain a charge

by the gain or loss of electrons.
SC.A.2.3.1.8.2 The student understands the relationship between the energy of a wave and its frequency (the greater the frequency of the wave, the greater the energy of the wave).
SC.A.2.3.1.8.3 The student understands the relationship of energy and wavelength to the electromagnetic spectrum.
SC.A.2.3.2 The student knows the general properties of the atom (a massive nucleus of neutral neutrons and positive protons surrounded by a cloud of negative electrons) and accepts that single atoms are not visible.
SC.A.2.3.2.8.1 The student knows that there is an energy difference between an electron near the nucleus and one further away.
SC.A.2.3.2.8.2 The student knows that when electrons are transferred from one substance to another, the general properties of both substances change.
SC.A.2.3.3 The student knows that radiation, light, and heat are forms of energy used to cook food, treat diseases, and provide energy.
SC.A.2.3.3.8.1 The student extends and refines knowledge of uses of forms of energy to improve the quality of life.
SC.B.1.3.1 The student identifies forms of energy and explains that they can be measured and compared.
SC.B.1.3.1.8.1 The student understands that energy can be transferred by radiation, conduction, and convection.
SC.B.1.3.1.8.2 The student knows examples of natural and man-made systems in which energy is transferred from one form to another.
SC.B.1.3.2 The student knows that energy cannot be created or destroyed, but only changed from one form to another.
SC.B.1.3.2.8.1 The student understands how the principle of conservation of energy is applied during an energy transfer.
SC.B.1.3.3.8.1 The student knows ways to measure the various forms of energy that come from the Sun.
SC.B.1.3.4.8.1 The student knows that energy conversions are never 100% efficient and that some energy is transformed to heat and is unavailable for further useful work (for example, a food pyramid reflects the energy that is used and lost in each part of a food chain).
SC.B.1.3.4.8.2 The student knows that a transfer of thermal energy occurs in chemical reactions.
SC.B.1.3.5.8.1 The student knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature.
SC.B.1.3.5.8.2 The student knows that the average kinetic energy of the atoms or molecules that make up an object changes when the temperature of the object changes.
SC.B.1.3.5.8.3 The student understands that energy changes cause weather to change (for example, formation of high and low pressure systems in the atmosphere results from changes in temperature).
SC.B.1.3.6 The student knows the properties of waves (e.g., frequency, wavelength, and amplitude); that each wave consists of a number of crests and troughs; and the effects of different media on waves.
SC.B.1.3.6.8.1 The student knows that sound travels in a medium (cannot travel in a vacuum), and travels at different speeds through various media.
SC.B.1.3.6.8.2 The student knows the parts of a wave (crest, trough, wavelength, amplitude).
SC.B.1.3.6.8.3 The student understands that wavelength determines the colors of visible light.
SC.B.1.3.6.8.4 The student understands that wavelength determines the pitch of sound.
SC.B.1.3.6.8.5 The student knows that waves vary greatly in character (for example, sound, ultraviolet, infrared, ocean waves).
SC.B.2.3.1 The student knows that most events in the universe (e.g., weather changes, moving cars, and the transfer of a nervous impulse in the human body) involve some form of energy transfer and that these changes almost always increase the total disorder of the system and its surroundings, reducing the amount of useful energy.
SC.B.2.3.1.8.1 The student understands that as energy is transferred from one system to another there is a reduction in the amount of useful energy.
SC.B.2.3.1.8.2 The student knows that energy transfer is not efficient.
SC.B.2.3.2 The student knows that most of the energy used today is derived from burning stored

energy collected by organisms millions of years ago (e.g., nonrenewable fossil fuels).
SC.B.2.3.2.8.1 The student understands how fossil fuels are formed in the Earth, why they are nonrenewable, and the advantages and disadvantages of their use.
SC.C.1.3.1 The student knows that the motion of an object can be described by its position, direction of motion, and speed.
SC.C.1.3.1.8.1 The student knows that speed, velocity, and acceleration can be calculated, estimated, and defined.
SC.C.1.3.1.8.2 The student knows that the magnitude of linear acceleration can be calculated.
SC.C.1.3.2 The student knows that vibrations in materials set up wave disturbances that spread away from the source (e.g., sound and earthquake waves).
SC.C.1.3.2.8.1 The student knows ways to measure the frequency of waves.
SC.C.1.3.2.8.2 The student knows some technological devices that use wave energy (for example, sonar, ultrasound, laser).
SC.C.2.3.1 The student knows that many forces (e.g., gravitational, electrical, and magnetic) act at a distance (e.g., without contact).
SC.C.2.3.1.8.1 The student knows that many forces act at a distance.
SC.C.2.3.2 The student knows common contact forces.
SC.C.2.3.2.8.1 The student knows some common contact forces (for example, friction, buoyancy, tension).
SC.C.2.3.3 The student knows that if more than one force acts on an object, then the forces can reinforce or cancel each other, depending on their direction and magnitude.
SC.C.2.3.3.8.1 The student recognizes the forces that act on a given object.
SC.C.2.3.3.8.2 The student knows that the overall effect of a force can be predicted.
SC.C.2.3.3.8.3 The student knows that forces may be balanced or unbalanced.
SC.C.2.3.3.8.4 The student understands that unbalanced forces cause objects to accelerate.
SC.C.2.3.4 The student knows that simple machines can be used to change the direction or size of a force.
SC.C.2.3.5 The student understands that an object in motion will continue at a constant speed and in a straight line until acted upon by a force and that an object at rest will remain at rest until acted upon by a force.
SC.C.2.3.6.8.1 The student knows ways in which a net force (for example, the sum of all acting forces) can act on an object (for example, speeding up an object traveling in the same direction as the net force, slowing down an object traveling in the direction opposite of the net force.
SC.C.2.3.7 The student knows that gravity is a universal force that every mass exerts on every other mass.
SC.D.1.3.2 The student knows that over the whole Earth, organisms are growing, dying, and decaying as new organisms are produced by the old ones.
SC.D.1.3.3.8.1 The student knows ways conditions that exist in one system influence the conditions that exist in other systems (for example, the relationship between mountain building, island formation, and trench formation; interactions between the atmosphere and hydrosphere affect weather patterns).
SC.D.1.3.4 The student knows the ways in which plants and animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other organisms add organic matter to the soil, increasing soil fertility, encouraging plant growth, and strengthening resistance to erosion).
SC.D.1.3.4.8.1 The student extends and refines knowledge of ways in which living things reshape the landscape.
SC.D.1.3.5 The student understands concepts of time and size relating to the interaction of Earth's processes(e.g., lightning striking in a split second as opposed to the shifting of the Earth's plates altering the landscape, distance between atoms measured in Angstrom units as opposed to distance between stars measured in light-years).
SC.D.2.3.1 The student understands that quality of life is relevant to personal experience.
SC.D.2.3.2 The student knows the positive and negative consequences of human action on the Earth's systems.
SC.E.1.3.2 The student knows that available data from various satellite probes show the similarities and differences among planets and their moons in the Solar System.
SC.E.1.3.3 The student understands that our Sun is one of many stars in our galaxy.
SC.E.1.3.4 The student knows that stars appear to be made of similar chemical elements, although

they differ in age, size, temperature, and distance.
SC.E.2.3.1 The student knows that thousands of other galaxies appear to have the same elements, forces, and forms of energy found in our Solar System.
SC.F.1.3.1 The student understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation.
SC.F.1.3.2 The student knows that the structural basis of most organisms is the cell and most organisms are single cells, while some, including humans, are multicellular.
SC.F.1.3.3 The student knows that in multicellular organisms cells grow and divide to make more cells in order to form and repair various organs and tissues.
SC.F.1.3.4 The student knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms.
SC.F.1.3.5 The student explains how the life functions of organisms are related to what occurs within the cell.
SC.F.1.3.6 The student knows that the cells with similar functions have similar structures, whereas those with different structures have different functions.
SC.F.1.3.7 The student knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction.
SC.F.2.3.1 The student knows the patterns and advantages of sexual and asexual reproduction in plants and animals.
SC.F.2.3.1.8.1 The student knows the difference between spores and seeds in plant reproduction.
SC.F.2.3.1.8.2 The student knows that the flower is the reproductive body of a vascular plant and that it is adapted for pollination.
SC.F.2.3.1.8.3 The student knows the difference between meiosis and mitosis and when each occurs.
SC.F.2.3.2 The student knows that the variation in each species is due to the exchange and interaction of genetic information as it is passed from parent to offspring.
SC.F.2.3.2.8.1 The student knows how dominant and recessive traits are inherited.
SC.F.2.3.2.8.2 The student uses a Punnett square to predict the results of crosses between pure and hybrid organisms.
SC.F.2.3.2.8.3 The student knows that variations within a species are the result of genetic information being passed from a parent to offspring and that interactions between the genes may occur in the process (for example, blending, crossing-over).
SC.F.2.3.3 The student knows that generally organisms in a population live long enough to reproduce because they have survival characteristics.
SC.F.2.3.3.8.1 The student knows ways organisms are adapted to their environment.
SC.F.2.3.3.8.2 The student understands that species have characteristics that enable their populations to cycle within varying periods of time (minutes to hundreds of years).
SC.F.2.3.4 The student knows that the fossil record provides evidence that changes in the kinds of plants and animals in the environment have been occurring over time.
SC.G.2.3.1 The student knows that some resources are renewable and others are nonrenewable.
SC.G.2.3.3 The student knows that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms and that long-term change may result in the elimination of animal and plant populations inhabiting the Earth.
SC.G.2.3.3.8.1 The student understands that changes in the environment cause changes in populations.
SC.G.2.3.4 The student understands that humans are a part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in ecosystems.
SC.G.2.3.4.8.1 The student extends and refines knowledge of ways that human activities may deliberately or inadvertently alter the equilibrium in the ecosystem.
SC.H.1.3.1 The student knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.
SC.H.1.3.2.8.1 The student extends and refines use of systematic, scientific processes to develop and test hypotheses.
SC.H.1.3.2.8.2 The student knows that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects.
SC.H.1.3.4 The student knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society.

SC.H.1.3.4.8.1 The student extends and refines use of accurate records, openness, and replication of experiments to ensure credibility.
SC.H.1.3.5 The student knows that a change in one or more variables may alter the outcome of an investigation.
SC.H.1.3.5.8.1 The student extends and refines knowledge of how to identify the independent and dependent variables in an experiment.
SC.H.1.3.5.8.2 The student extends and refines use of appropriate experimental design, with consideration for rules, time, and materials required to solve a problem.
SC.H.1.3.5.8.3 The student extends and refines use of rules, time, and materials in ways that ensure the identification and separation of variables in an experiment to solve a problem.
SC.H.1.3.6 The student recognizes the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and motivations.
SC.H.1.3.6.8.1 The student extends and refines knowledge of selected scientists and their accomplishments and recognizes their varied backgrounds, talents, interests, and goals.
SC.H.1.3.7 The student knows that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study.
SC.H.1.3.7.8.1 The student extends and refines use of criteria necessary to determine the validity of a scientific experiment.
SC.H.1.3.7.8.2 The student knows that statistical tests are used to confirm the significance of data.
SC.H.2.3.1 The student recognizes that patterns exist within and across systems.
SC.H.2.3.1.8.1 The student understands the importance for looking for patterns in natural events.
SC.H.3.3.1 The student knows that science ethics demand that scientists must not knowingly subject coworkers, students, the neighborhood, or the community to health or property risks.
SC.H.3.3.1.8.2 The student uses appropriate procedures for safety in the classroom, home, and community.
SC.H.3.3.2 The student knows that special care must be taken in using animals in scientific research.
SC.H.3.3.2.8.1 The student extends and refines knowledge of the care, safe practices, and ethical treatment that are appropriate when using animals in field and laboratory research.
SC.H.3.3.3 The student knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of their right to refuse to participate.
SC.H.3.3.4 The student knows that technological design should require taking into account constraints such as natural laws, the properties of the materials used, and economic, political, social, ethical, and aesthetic values.
SC.H.3.3.5 The student understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times and are an intrinsic part of the development of human culture.
SC.H.3.3.6 The student knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone.
SC.H.3.3.6.8.2 The student knows ways the scientific enterprise is global and available to all.
SC.H.3.3.7 The student knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.
SC.H.3.3.7.8.1 The student uses a variety of technologies to collect, analyze, and report scientific findings.
SC.H.3.3.7.8.2 The student knows that the quantity of scientific information available is increasing at an exponential rate due to the advances in technology.

Grade: 8
Content Area: United States History
Incoming Expectations:

1. The student knows the essential ideas of American Constitutional government expressed in the Declaration of Independence and the U.S. Constitution.
2. The student knows how to respond to short and long response test and discussion questions.
3. The student understands how to determine main idea, supporting details, and how to classify information.
4. The student understands the essential parts of and how to read a map.
5. The student understands the essential parts of and how to read a timeline, chart and graph.

Outgoing Expectations:

1. The student can interpret and analyze historic events using the essential ideas of American Constitutional government expressed in the Declaration of Independence and the U.S. Constitution.
2. The student knows how to respond to short and long response test and discussion questions and includes support that is substantial, specific, relevant, concrete, and illustrative.
3. The student understands how to utilize main idea, supporting details, and classification in paraphrasing information, outlining, creating graphic organizers, and taking relevant notes.
4. The student is able to analyze and draw conclusions from information contained on a map.
5. The student is able to analyze and draw conclusions from information included in a timeline, chart, and graph.

Curriculum Map

Title/Unit Genre Theme	**Activities Skills Concepts**	**Resources**	**Assessments**	**SSS GLE**
The Age of Exploration: Different Worlds Meet	This unit surveys the cultures and migrations of the first Americans. The Unit will focus on the following major themes: (1) Contributions made by the native peoples living in the Americas; (2) The impact of the first Europeans who explored the Americas. **Activities will include:**	Textbook; teacher created graphic organizers and charts; video and internet resources; and other materials as needed.	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as applicable.	SS.A.13.1; SS.B.1.3.1; SS.B.2.3.1; SS.A.1.3.2.8.3 ; SS.A.4.3.1; SS.B.1.3.2; SS.A.4.3.2

	1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. guest speaker; 5. Expository and descriptive writing assignments.			
Colonial Settlement: 1587-1770	This unit explores European settlement of North America throughout the 1600's and 1700's. It describes the people who established the colonies and their objectives, as well as focusing on what life was like in the colonies. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Mapping and charting activities.	Textbook; teacher created graphic organizers, maps and charts; video and internet resources; and other materials as needed.	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as applicable.	SS.A.1.3.2.8.3 ; 4.3.1; 4.3.2; 4.3.3; SS.B.1.3.1; 1.3.3; 2.3.1; S.C.1.3.1;1.3.2 ;1.3.6; 2.3.1; 2.3.4
Creating a New Nation 1763-1761	This unit describes the American Revolution, its causes and aftermath. The focus is on the events leading up to the war, an in-depth analysis of the Declaration of Independence, mapping the battles and examining the leaders and the results of the war. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Mapping and charting activities; 5. Analysis, comparison and	Textbook; teacher created graphic organizers, maps and charts; video and internet resources; and other materials as needed.	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as applicable.	SS.A.1.3.1; 1.3.2.8.3; 1.3.3; 4.3.3; SS. B. 1.3.1; 1.3.3; SS.C. 1.3.1; 1.3.2; 1.3.3; 1.3.4; 1.3.6; 2.3.2; 2.3.4.

	contrast; 6. political cartoon activity; 7.Persuasive writing activity.			
The U.S. Constitution & Civics in Action	This unit examines the Articles of Confederation and the U.S. Constitution and how each tried to implement the values and ideals established in the Declaration of Independence. It further focuses on the failure of the Articles of Confederation and the debates and compromises that led to the writing and ratification of our Constitution including the addition of the Bill of Rights. This unit also includes an analysis of the Constitution through the principle of citizenship including our civic rights and responsibilities as Americans. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Analysis, comparison and contrast; 5.Persuasive writing activity.	Textbook; teacher created graphic organizers, maps and charts; video and internet resources; and other materials as needed.	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as applicable.	SS.A. 1.3.2.8.3; 4.3.3; 4.3.3; SS.C. 1.3.2; 1.3.3; 1.3.4; 1.3.6; 2.3.2; 2.3.4.
From the New Republic to the Brink of Civil War	This unit examines the development of political parties and policies in the newly created republic. It continues with a look at manifest destiny and the effect of the	Textbook; teacher created graphic organizers, maps and charts; video and internet resources; and other materials as	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as	SS.A. 1.3.1;1.3.2.8; 1.3.2.8.2; 1.3.2.8.3; 1.3.3; 4.3.1; 4.3.2; 4.3.3; 4.3.4; SS.B. 1.3.1; 1.3.3;

	territorial expansion of the United States. The unit concludes with a discussion of the War of 1812 and the effects of the Monroe Doctrine on U.S. foreign policy. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Analysis, cause and effect.	needed.	applicable.	2.3.1; 2.3.4; SS.C 1.3.2; 1.3.3; 1.3.4; 2.3.1; 2.3.3; 2.3.4; SS.D. 2.3.1; 2.3.2; 2.3.3
Civil War and Reconstruction 1846 - 1896	This unit examines the causes of the Civil War including economic, sectional, political and social differences between the North and the South. It continues with an analysis of the leaders and key battles that influenced the outcome of the war between the states. Finally, the unit evaluates the results of the Civil War including Reconstruction, the 13th, 14th and 15th Amendments, and the long-term effects on the South. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Analysis, cause and effect. 5. Timeline and mapping activities; 6. Writing assignments.	Textbook; teacher created graphic organizers, maps, timelines and charts; video and internet resources; and other materials as needed.	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as applicable.	SS.A. 1.3.1; 1.3.2; 1.3.3; 4.3.2; 4.3.3; 5.3.1; SS.B. 1.3.1; 1.3.4; SS. C. 1.3.1; 2.3.1; 2.3.2; 2.3.4; 2.3.7; SS.D. 1.3.2; 2.3.2
Reform, Expansion, & War	Progressive reform, expansion, and WW I brought many changes to the United States. This unit describes the	Textbook; teacher created graphic organizers, maps, timelines and	Short quizzes, Unit assessments, writing and oral	SS.C.1.3.6; SS.C.2.3.3; SS.C.2.3.4; SS.A.5.3.2; SS.C.2.3.1;

	progressive movement, imperialism and overseas expansion. It also addresses the causes and effects of World War I. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Analysis, cause and effect. 5. Timeline and mapping activities; 6. Writing assignments.	charts; video and internet resources; and other materials as needed.	assessments, and project rubrics as applicable.	SS.C.2.3.3; SS.A.1.3.3; LA.B.1.3.3.8.7 ; SS.C.1.3.6; SS.D.1.3.1; SS.D.2.3.3; SS.LA.2.3.8; SS.A.3.3.5; SS.B.1.3.3; SS.B.2.3.1; SS.A.1.3.2.8.5 ; SS.C.1.3.4; SS.A.5.3.2.
World War II	This unit describes the challenges and changes brought on by World War II. It examines the causes of WWII, the war in both Europe and the Pacific, and summarizes the role of the United States in the war. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Analysis, comparison and contrast, cause and effect. 5. Timeline and mapping activities; 6. Writing assignments.	Textbook; teacher created graphic organizers, maps, timelines and charts; video and internet resources; and other materials as needed.	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as applicable.	SS.A.1.3.1; SS.A.1.3.2.8.3 ; SS.A.1.3.3; SS.A.3.3.5; SS.A.5.3.2; S.SS.B. 1.3.1; SS.C.2.3.1; SS.C.2.3.3;
Turning Points 1945 – 1975	This examines the changes experienced by the United States after WWII. After studying this unit, students will be able to: 1. Describe the origins and effect of the Cold War	Textbook; teacher created graphic organizers, maps, timelines and charts; video and internet resources; and other materials as	Short quizzes, Unit assessments, writing and oral assessments, and project rubrics as applicable.	SS.C.2.3.7; SS.A.3.3.5; SS.A.1.3.2.8.1 ; SS.D.1.3.2; SS.D.2.3.2; SS.C.2.3.1; SS.C.2.3.4; SS.D.2.3.3.; SS.A.5.3.2;

	2. Discuss the causes and effects of the Korean War 3. Describe American involvement in the Vietnam War 4. Trace the history of the Civil Rights Era. **Activities include**: 1. Reading objectives; 2. Whole group instruction; 3. Small group activities; 4. Analysis, cause and effect. 5. Timeline activities.	needed.		SS.A.5.3.1; SS.B.2.3.1; SS.A.1.3.2.8.3 ; SS.A.1.3.3; SS.C.2.3.3.; SS.B.1.3.1
The Modern Age 1968 – Present	**Unit 10** examines the last three decades of the 20th Century as well as current events. <u>To successfully complete this project students will</u>: 1. Research and prepare an oral presentation on a specific historical event occurring in the last four decades 2.Explain how this event changed and shaped America and the world. 3. Describe the causes, effects, and historical significance of the event. 4. Prepare a presentation that includes project objectives and a final assessment. 5. Prepare a 1-page summary of their research and bibliography to be turned in on the day of their presentation. 6. Orally present the project and administer	Textbook; internet resources; books and periodicals. *Students must include at least one book and one periodical (e.g. magazine, newspaper, encyclopedia, etc.) in their research.* Both primary and secondary resources should be included. Students may create a PowerPoint presentation or a backboard for their visual element.	Project guidelines, checklist and scoring rubric for each of the four components: 1. visual element, 2. oral presentation, 3. student assessment 4. summary and bibliography	SS1.3.2.8.1 SS.A.1.3.2.8.3 SS.A1.3.3 SS.A.3.3.5 SS.A.5.3.1 SS.A.5.3.2 SS.B.1.3.1 SS.B.2.3.1 SS.C.2.3.1 SS.C.2.3.3 SS.C.2.3.4 SS.C.2.3.7 SS.D.1.3.2 SS.D.2.3.2 SS.D.2.3.3 LA.A.2.3.5 LA.A.2.3.6 LA.B.1.3.3 LA.B.2.3.4 LA.C.1.3.4 LA.C.2.3.2 LA.C.3.3.1 LA.D.2.3.5

	student created assessment tool.			

Sunshine State Standards: Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. **Benchmark SS.A.1.3.2**: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. **Benchmark SS.A.1.3.3**: The student knows how to impose temporal structure on historical narratives. **Benchmark SS.A.2.3.1**: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). **Benchmark SS.A.2.3.2**: The student knows how major historical developments have had an impact on the development of civilizations. **Benchmark SS.A.2.3.3**: The student understands important technological developments and how they influenced human society. **Benchmark SS.A.2.3.4**: The student understands the impact of geographical factors on the historical development of civilizations. **Benchmark SS.A.2.3.5**: The student knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations). **Benchmark SS.A.2.3.6**: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). **Benchmark SS.A.2.3.8**: The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. **Benchmark SS.A.3.3.1**: The student understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors). **Benchmark SS.A.3.3.2**: The student understands the historical events that have shaped the development of cultures throughout the world. **Benchmark SS.A.3.3.3**: The student knows how physical and human geographic factors have influenced major historical events and movements. **Benchmark SS.A.4.3.1**: The student knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply). **Benchmark SS.A.4.3.2**: The student knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War). **Benchmark SS.A.4.3.3**: The student understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880. **Benchmark SS.A.4.3.4**: The student understands ways state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest). **Benchmark SS.A.5.3.1**: The student understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization). **Benchmark SS.A.5.3.2**: The student understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880. **Benchmark SS.A.5.3.3**: The student knows the causes and consequences of urbanization that occurred in the United States after

1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions). **Benchmark SS.B.1.3.2**: The student uses mental maps to organize information about people, places, and environments. **Benchmark SS.B.1.3.4**: The student understands ways factors such as culture and technology influence the perception of places and regions. **Benchmark SS.B.1.3.5**: The student knows ways in which the spatial organization of a society changes over time. **Benchmark SS.B.1.3.6**: The student understands ways in which regional systems are interconnected. **Benchmark SS.B.1.3.7**: The student understands the spatial aspects of communication and transportation systems. **Benchmark SS.B.2.3.1**: The student understands the patterns and processes of migration and diffusion throughout the world. **Benchmark SS.B.2.3.3**: The student understands ways cultures differ in their use of similar environments and resources. **Benchmark SS.C.1.3.1**: The student knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings. **Benchmark SS.C.1.3.2**: The student understands major ideas about why government is necessary and the purposes government should serve. **Benchmark SS.C.1.3.3**: The students understands ways the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).

Benchmark SS.C.1.3.4: The student knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands). **Benchmark SS.C.1.3.5**: The student knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments. **Benchmark SS.C.1.3.6**: The student understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good. **Benchmark SS.C.2.3.1**: The student understands the history of the rights, liberties, and obligations of citizenship in the United States. **Benchmark SS.C.2.3.2**: The student understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries). **Benchmark SS.C.2.3.3**: The student understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk). **Benchmark SS.C.2.3.4**: The student understands what constitutes personal, political, and economic rights and the major documentary sources of these rights. **Benchmark SS.C.2.3.5**: The student understands ways he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem. **Benchmark SS.C.2.3.6**: The student understands the importance of participation in community service, civic improvement, and political activities. **Benchmark SS.C.2.3.7**: The student understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Addendums:

1. *Current Events Journal:* Each 9-week period students will turn journal with 4 current events that can be compared and contrasted with current units of study. These will be turned in a presented throughout the quarter. Instructions and a template will be provided.

U.S. History Course Academic Expectations and Grading Policies:

Course Academic Expectations:

- Assignment due dates are FIRM, they are NOT simply suggestions. This means that all assigned work be printed out or handwritten as specified, stapled, and turned in when DUE. Any assignment that is not complete and ready to turn in will be subject to the late work policy outlined below. NO EXCEPTIONS.
- If you are absent the day an assignment is due than it is **due the day you return and NO LATER or you will be given a zero on the assignment**. If you are absent on a quiz or test date that was given prior to the absence then you will take the quiz or test **the day you return.** In other words, if you know about an assignment or test **prior** to an absence, then you are responsible for turning in the work or taking the test/quiz, **the day you return**. The **ONLY** exception to this policy is if an assignment or quiz/test date is given during an absence. In this case it is **YOUR** responsibility to meet with your teacher to obtain missing work and/or to make arrangements to make-up missed tests or quizzes.
- **LATE POLICY**: All assignments not turned in as directed will receive are subject to the following point reductions:

  10 points per day late for days 1 – 4; after the fourth day the assignment will receive a zero

  Major projects such as History Fair and Final Project Presentations will be subject to the following:

  30 points off the first day late
  50 points off the second day late
  After the second day late the student will receive a 0
- All papers should contain a heading with student name (first and last), date and class period in the **TOP RIGHT HAND CORNER**. Papers turned in without the proper heading will be penalized by **10%.**
- FINAL DRAFTS should be in **BLUE OR BLACK INK ONLY**. Papers written in other colors, or in pencil, will receive a 20 point reduction. Double-spaced typed pages with 1" margins are acceptable, but *not* required.
- Illegible (unreadable, sloppy) papers will be returned for revision and will be penalized according to the late work policy stated above.
- **Proofread** your work BEFORE handing in assignments! Spelling, grammar and mechanics ALWAYS count!

Planners: It is the **STUDENT'S** responsibility to record assignments in his/her planner. Assignments are posted in the classroom weekly, as well as on my website. Parents should check the planner each evening for homework, tests, projects, and notes from the teacher. Coming to class unprepared, without homework or tardy will be recorded in the planner. Please review your student's planner regularly to check for notes, assignments, projects, tests, etc.

Units/Reading Objectives/Projects: At the beginning of each unit students will receive a packet that contains their reading objectives, the specific textbook content they will need to read in order to complete objectives and be ready to participate in class discussions and activities. In addition, supplementary assignments will accompany each unit. These assignments are designed to move students toward higher order thinking and to relate the current topic of study to events both past and current. Students will be given options as to which assignment they will complete for the unit. Assignments will progress from lower to higher levels as the year advances.

Testing: Tests will be administered covering the material we are studying and will include a variety of assessment formats. The tests will be formulated to assess student progress and mastery of the material we are studying. Students will be given a minimum of one-week notice prior to test day, as well as class time for review and assistance with specific skills and/or difficulties. If you are having trouble during a unit, please seek assistance as we are progressing, do not wait until the day before a test to bring problems to my attention! In addition, short quizzes will be administered periodically in order to assess student progress and comprehension. I am always willing to work with students before or after school on areas they are struggling with. Please let me know if such sessions are needed so they can be scheduled ahead of time.

Grading Policy: Homework will be given, is expected to be completed, and will count towards your daily grade. Daily grades will count **15%** of your grade and will include class participation as well. Writing assignments and projects will count **35%** of your grade. This includes your reading objectives for each unit. Quizzes will count **15%** of your grade and tests will make up the remaining **35%**.