

**Stark County #100**  
**Essential Skills Curriculum**  
**Map**

**Junior High**

## K -12 PE Goals & Essential Skills

The Stark County District 100 K-12 Physical Education goal is to have students graduate Stark County school district with the ability to stay active in their lifestyle. When the students graduate and make their way through life they will have knowledge and experiences that allow them to stay active and healthy. We believe that the first thing that stops for graduates is their fitness and activity levels.

### Essential Skills for Stark County K - 12 Physical Education

1. Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
2. Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
3. Develop skills necessary to become a successful member of a team or work force as a team by working with others during physical activity.
4. Understand principles of health promotion and the prevention and treatment of illness and injury.
5. Understand human body systems and factors that influence growth and development.
6. Promote and enhance health and well-being through the use of effective communication and decision making skills.

### **6th Grade**

<b>6th Grade Quarter 1</b>	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>● Apply understanding of greatest common factors and least common multiples in fraction operations</li> <li>● Interpret and evaluate mathematical expressions including exponents using properties of expressions</li> <li>● Interpret and evaluate</li> </ul>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>● Write arguments, informative/ explanatory texts to support claims or convey ideas</li> <li>● Write narratives to develop real or imagined experiences.</li> <li>● Demonstrate command of the conventions of Standard English grammar and usage.</li> <li>● Determine or clarify the meaning of unknown and multiple meaning words and phrases</li> </ul>	<p><u>Literature</u></p> <ul style="list-style-type: none"> <li>● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● Determine the meaning of words and phrases as they are used in text.</li> <li>● Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond.</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>● Develop and use models to explain the behavior of light.</li> <li>● Construct scientific explanations for light phenomenon.</li> <li>● Revise models with experimental data and results.</li> <li>● Engage in argumentation using experimental results and data to answer the overarching question "Can I Believe my Eyes?".</li> </ul>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>● Use geographic representations (maps, photographs, etc.) to explain the relationships between locations (places and regions) and changes in their environment.</li> <li>● Explain how humans and their environments affect one another.</li> <li>● Explain how environmental characteristics impact human migration and settlement.</li> </ul> <p>Topics:</p>
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	<p>mathematical expressions using fractional operations</p> <ul style="list-style-type: none"> <li>● Interpret and evaluate mathematical expressions using decimal operations</li> </ul>	<p>based on grade 6 reading and content</p>	<ul style="list-style-type: none"> <li>● Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</li> </ul>		<ul style="list-style-type: none"> <li>● Atlas</li> <li>● -The World's Geography</li> <li>● Early People</li> </ul>
<p><b>6th Grade Quarter 2</b></p>	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>● Apply knowledge acquired using the order of operations to evaluate multi-step expressions</li> <li>● Generate equivalent expressions using properties of operations</li> <li>● Simplify algebraic expressions using the distributive property</li> <li>● Determine the area of parallelograms, triangles, trapezoids</li> <li>● Decompose composite figures in order to evaluate perimeters and areas</li> </ul>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>● With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting.</li> <li>● Use technology, including the Internet, to produce and publish writing.</li> <li>● Demonstrate command of the conventions of Standard English grammar and usage.</li> </ul>	<p><u>Literature</u></p> <ul style="list-style-type: none"> <li>● Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text.</li> <li>● Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.</li> <li>● Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video or live version.</li> <li>● Determine an author's point of view or purpose in a text.</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>● Develop, use, and revise models to explain the nature of particles as it relates to smelling substances from a distance.</li> <li>● Plan and conduct investigations involving forms of matter and their properties.</li> <li>● Construct scientific explanations with Claim, Evidence, (and reasoning), to explain scientific data and results regarding the nature of particles.</li> </ul>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>● Explain multiple causes and effects of historical events.</li> <li>● Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</li> <li>● Compare and contrast the cultural and environmental characteristics of different places or regions.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>● The Tigris and Euphrates Valley</li> <li>● The Nile Valley</li> </ul>

	<ul style="list-style-type: none"> <li>• construct polygons in the coordinate plane</li> <li>• Find and position integers and other rational numbers on a horizontal or vertical number line</li> </ul>				
<b>6th Grade Quarter 3</b>	<u>Math</u> <ul style="list-style-type: none"> <li>• Find and position ordered pairs on the 4 quadrants of the coordinate plane, and analyze their positions to determine distances between points.</li> <li>• Create and use ratio tables to find equivalent ratios</li> <li>• Find and compare unit rates and ratios</li> <li>• Evaluate percent equations</li> <li>• Solve equations with one or two steps for an unknown variable</li> </ul>	<u>English</u> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>• Write routinely over extended time frames, and shorter time frames.</li> <li>• Engage effectively in a range of collaborative discussions</li> </ul>	<u>Literature</u> <ul style="list-style-type: none"> <li>• Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>• Compare and contrast texts in different forms or genres.</li> <li>• Determine the meaning of words in text including figurative and connotative meaning.</li> </ul>	<u>Science</u> <ul style="list-style-type: none"> <li>• Plan and carry out investigations to investigate the nature of food and macronutrients.</li> <li>• Analyze and interpret data to explain population patterns.</li> <li>• Construct scientific explanations(claim , evidence, reasoning) showing the effects of population changes within a food web.</li> </ul>	<u>Social Studies</u> <ul style="list-style-type: none"> <li>• Identify how cultural and environmental characteristics vary among regions of the world.</li> <li>• Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.</li> <li>• Explain how humans and their environments affect one another.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Asia and the Americas</li> <li>• Southwest Asian Civilizations</li> <li>• Asia’s Classical Age</li> </ul>

	<ul style="list-style-type: none"> <li>Solve and graph inequalities with one step</li> </ul>				
<b>6th Grade Quarter 4</b>	<u>Math</u> <ul style="list-style-type: none"> <li>Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to determine the surface area of these figures.</li> <li>Display numerical data in dot plots, histograms, and box plots</li> <li>Determine measures of center including mean and median</li> <li>Determine measures of variability including interquartile range</li> </ul>	<u>English</u> <ul style="list-style-type: none"> <li>With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting.</li> <li>Use technology, including the Internet, to produce and publish writing.</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> </ul>	<u>Literature</u> <ul style="list-style-type: none"> <li>Integrate information presented in different media or formats.</li> <li>Trace and evaluate the argument and specific claims in a text.</li> </ul>	<u>Science</u> <ul style="list-style-type: none"> <li>Plan and conduct investigations to study the formation and behaviors of different landforms.</li> <li>Create, use, and revise models to explain the water and rock cycles.</li> <li>Construct scientific explanations (claim, evidence, reasoning) to explain the formation and behavior of specific landforms in a case study in a national park.</li> </ul>	<u>Social Studies</u> <ul style="list-style-type: none"> <li>Compare and contrast the cultural and environmental characteristics of different places or regions.</li> <li>Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</li> <li>Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>The Ancient Greeks</li> <li>The Ancient Romans</li> <li>Europe after the Romans</li> </ul>

### 7th Grade

<b>7th</b>	<u>Math</u>	<u>English</u>	<u>Literature</u>	<u>Science</u>	<u>Social Studies</u>
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<p><b>Grade Quarter 1</b></p>	<ul style="list-style-type: none"> <li>• Evaluate mathematical expressions involving positive and negative integers.</li> <li>• Represent positive and negative integers on vertical and horizontal number lines. Utilize those representations to evaluate expressions.</li> <li>• Apply newly acquired skills with positive and negative whole number integers to positive and negative decimals and fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a well-developed argument essay using coherent language.</li> <li>• Write an argument using several research sources to establish a sound opinion and present it orally using at least 2 different multimedia components.</li> <li>• Demonstrate the use of conventions, proper grammar, and word usage in writing of sentences and paragraphs.</li> <li>• Engage and share in discussions to reflect on students' work.</li> <li>• Explain by usage the function of different types of clauses and sentences as it applies to student writing.</li> <li>• Determine correct grade- appropriate vocabulary to be used within any writing setting.</li> <li>• Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine and analyze central ideas and their development over the extent of a text.</li> <li>• Identify and read different genre and subgenre.</li> <li>• Cite pieces of textual evidence to analyze a text and infer their meaning.</li> <li>• Write narrative text including all the elements of fiction.</li> <li>• Engage in a large range of discussions in different settings.</li> <li>• How to write a well-constructed response to a literary question and a literary reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• .Plan and carry out investigations to identify properties of substances and how these properties can help distinguish between two or more substances.</li> <li>• Create and use models to explain the particle nature of chemical and physical changes.</li> <li>• Create scientific explanations (Claim, Evidence, Reasoning) using experimental results and data revolving around the properties and behavior of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Create essential questions to help guide inquiry about a topic. Use questions to guide research.</li> <li>• Determine sources representing multiple points of view that will assist in organizing a research plan. Use a variety of credible sources to research a topic.</li> <li>• Describe the roles of political, civil, and economic organizations in shaping people's lives.</li> <li>• Understand how government agencies affect our everyday lives.</li> </ul> <p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Civil War and Reconstruction</li> <li>• Industrial Revolution</li> <li>• Gilded Age and Labor Unions</li> <li>• Turn of the Century</li> </ul>
<p><b>7th Grade</b></p>	<p><u>Math</u></p>	<p><u>English</u></p>	<p><u>Literature</u></p>	<p><u>Science</u></p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>• Evaluate the</li> </ul>

<p><b>Quarter 2</b></p>	<ul style="list-style-type: none"> <li>• Evaluate algebraic expressions utilizing substitution and simplification.</li> <li>• Solve one and two step equations for a variable.</li> <li>• Identify proportional relationships and test for equivalence.</li> <li>• Apply unit rates to slope, percentages, scale drawings, and other real world problems.</li> <li>• Change and identify equivalence between decimals, fractions, and percents.</li> <li>• Develop graphs representing inequalities.</li> <li>• Apply skills acquired solving one and two step equations to solving one and two step inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a well-developed argument essay using coherent language.</li> <li>• Write an argument using several research sources to establish a sound opinion and present it orally using at least 2 different multimedia components.</li> <li>• Demonstrate the use of conventions, proper grammar, and word use in the writing of sentences and paragraphs.</li> <li>• Engage and share in discussions to reflect on students' work.</li> <li>• Explain by usage the function of different types of clauses and sentences as it applies to student writing.</li> <li>• Determine correct grade- appropriate vocabulary to be used within any writing setting.</li> <li>• Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the interactions of characters and events within a text.</li> <li>• Identify and analyze figurative language within different genres of text.</li> <li>• Produce clear and coherent narrative writing for appropriate tasks, purposes, and audiences.</li> <li>• Orally analyze main ideas and details of a text.</li> <li>• Write a well-constructed response to a literary question and /or a literary reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and carry out investigations to study different types of energies.</li> <li>• Create scientific explanations (claim, evidence, reasoning) to explain how different scenarios work in terms of energy transformation and conversion.</li> <li>• Create and use energy transformation and energy conversion models to explain how different scenarios are able to work.</li> </ul>	<p>powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <ul style="list-style-type: none"> <li>• Analyze how people affect government actions.</li> <li>• Explain multiple causes and effects of historical events.</li> <li>• Develop an understanding of how history shapes our country today.</li> <li>• Analyze how people's perspectives influenced what information is available in historical sources they created.</li> <li>• Understand a person's life experiences influence how they share information.</li> <li>• Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</li> <li>• Understand how historical figures have shaped events.</li> </ul> <p><u>Topics</u></p> <ul style="list-style-type: none"> <li>• World War I</li> </ul>
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<b>7th Grade Quarter 3</b>	<u>Math</u> <ul style="list-style-type: none"> <li>● Analyze percent proportions and equations to identify the parts, wholes, and percents.</li> <li>● Analyze and Evaluate problems involving percent change and simple interest.</li> <li>● Apply new knowledge of percent change to real world applications of percent discounts and markups</li> <li>● Calculate and apply perimeters and areas of 2-dimensional figures to aide in problem solving.</li> <li>● Apply knowledge of areas and perimeters to complex figures in two dimensions</li> </ul>	<u>English</u> <ul style="list-style-type: none"> <li>● Write informative essay using research to produce and publish writing.</li> <li>● Write arguments to support claims and alternative claims with relevant support and a concluding statement.</li> <li>● Write a research project using multiple sources.</li> <li>● Demonstrate the use of conventions, proper grammar, and word usage in writing of sentences and paragraphs.</li> <li>● Engage and share in discussions to reflect on students' work.</li> <li>● Explain by usage the function of different types of clauses and sentences as it applies to student writing.</li> <li>● Determine correct grade- appropriate vocabulary to be used within any writing setting.</li> </ul>	<u>Literature</u> <ul style="list-style-type: none"> <li>● Evaluate how two or more authors write about the same topic.</li> <li>● Compare and contrast different genres of fiction as a means to understand the theme and author's purpose.</li> <li>● Research using several sources to answer the "big question."</li> <li>● Write a well-constructed response to a literary question and/or a literary reflection.</li> </ul>	<u>Science</u> <ul style="list-style-type: none"> <li>● Create, use, and revise models to explain how the different weather components work together to create different weather scenarios.</li> <li>● Plan and carry out investigations to explain various weather events.</li> <li>● Create scientific explanations (Claim, Evidence, and Reasoning) to explain what makes the weather change.</li> </ul>	<u>Social Studies</u> <ul style="list-style-type: none"> <li>● Describe the origins, purposes, and impact of laws, treaties, and international agreements.</li> <li>● Develop an understanding of how our country works and its place in the world.</li> <li>● Describe how social movements in individual countries impact world events.</li> <li>● Analyze connections among events and developments in broader historical contexts, such as the global economy.</li> <li>● Understand events of the past have made our country what it is today.</li> <li>● Explain how humans and their environment affect one another.</li> <li>● Develop an understanding of everyday actions and the effect on the environment.</li> </ul> <p><u>Topics</u></p>



		<ul style="list-style-type: none"> <li>Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>			<ul style="list-style-type: none"> <li>World War II</li> <li>Early Cold War</li> </ul>
<b>7th Grade Quarter 4</b>	<u>Math</u> <ul style="list-style-type: none"> <li>Identify and use properties of geometric figures to apply to real world situations.</li> <li>Decompose complex shapes in order to calculate volumes and surface areas of 3-dimensional figures and 3-dimensional composite figures.</li> <li>Understand, utilize, and analyze probabilities.</li> <li>Extend proportional reasoning to similar shapes and scale drawings</li> <li>Classify angles and angles in triangles</li> <li>Use construction tools to recreate angles and polygons with precision</li> </ul>	<u>English</u> <ul style="list-style-type: none"> <li>Write a narrative with well-developed events and characters to engage the reader.</li> <li>Write informative essay using research to produce and publish writing.</li> <li>Demonstrate the use of conventions, proper grammar, and word usage in writing of sentences and paragraphs.</li> <li>Engage and share in discussions to reflect on students work.</li> <li>Explain by usage the function of different types of clauses and sentences as it applies to student writing.</li> <li>Determine correct grade- appropriate vocabulary to be used within any writing setting.</li> <li>Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>	<u>Literature</u> <ul style="list-style-type: none"> <li>Compare and contrast multimedia texts.</li> <li>Produce and publish writing collaborating with others and different sources about fiction and non-fiction selections.</li> <li>Included multimedia components to orally present the meaning within a text.</li> <li>Write a well-constructed response to a literary question and a literary reflection.</li> </ul>	<u>Science</u> <ul style="list-style-type: none"> <li>Plan and carry out investigations to explain how different body organs and body systems work together to create energy for the body.</li> <li>Create scientific explanations (Claim, Evidence, and Reasoning) explaining where and how food is used in the body to create usable energy.</li> <li>Create and use models to explore different body processes that lead to the production and use of energy in the body.</li> </ul>	<u>Social Studies</u> <ul style="list-style-type: none"> <li>Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</li> <li>Develop an understanding of how our government works and how it is different from other countries in the world.</li> <li>Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</li> <li>Understand how education improves job opportunities and how economic decisions are made.</li> <li>Determine whether specific rules and laws (both actual and proposed) resolve the problems they were</li> </ul>

					<p>meant to address.</p> <ul style="list-style-type: none"> <li>Analyze the effectiveness of laws in relation to their intended outcome.</li> </ul> <p><u>Topics</u></p> <ul style="list-style-type: none"> <li>Cold War</li> <li>The 1960s</li> <li>Technological Revolution</li> </ul>
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## 8th Grade

<b>8th Grade Quarter 1</b>	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>Evaluate multi-step equations with variables on both sides and applying the distributive property</li> <li>Apply understanding of transformations to be able to reflect, rotate, transform, and dilate figures in</li> </ul>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>Write arguments to support claims and alternative claims with relevant support and a concluding statement.</li> <li>Write an argument using several research sources to establish a sound opinion and present it orally using at least 2 different multimedia components.</li> </ul>	<p><u>Literature</u></p> <ul style="list-style-type: none"> <li>Determine and analyze central ideas and their development over the extent of a text.</li> <li>Cite pieces of textual evidence to analyze a text and infer their meaning.</li> <li>Write narrative text including all the elements of fiction.</li> <li>Engage in a large range of discussions in different settings.</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Construct apparatuses, test their effectiveness, and make adjustments to achieve certain constraints.</li> <li>Develop and use models to explain plate boundaries and movements.</li> <li>Analyze and interpret data to determine what is happening at certain case study sights.</li> </ul>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>Make inferences about historical events and eras using historical maps and other historical sources</li> <li>Describe economic motivations that attracted Europeans and others to the Americas.</li> <li>Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the</li> </ul>
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	<p>the coordinate plane</p> <ul style="list-style-type: none"> <li>Analyze a finished transformation to determine possible combinations of transformations to get from one figure to its image</li> <li>Apply geometric properties in order to determine the angle measures of interior and exterior angles of polygons, and those formed with parallel lines and transversals</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the use of conventions, proper grammar, and word usage in writing of sentences and paragraphs.</li> <li>Engage and share in discussions to reflect on students work.</li> <li>Explain by usage the functions of verbs, verb shifts, and verbals as it applies to a student's writing.</li> <li>Determine correct grade- appropriate vocabulary to be used within any writing setting.</li> <li>Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Write a well-constructed response to a literary question.</li> <li>Write a literary reflection.</li> </ul>		<p>19th Century.</p> <ul style="list-style-type: none"> <li>Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>The World before the Opening of the Atlantic</li> <li>New Empires in the Americas</li> </ul>
<p><b>8th Grade Quarter 2</b></p>	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>Identify relationships between linear graphs, charts, equations, and slope</li> <li>Compare and contrast different representations of linear functions</li> </ul>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>Write an argument essay organizing claims, reasons for the claim, and evidence.</li> <li>Demonstrate the use of conventions, proper grammar, and word usage in writing of sentences and paragraphs.</li> <li>Engage and share in discussions to</li> </ul>	<p><u>Literature</u></p> <ul style="list-style-type: none"> <li>Analyze the interactions of characters and events within a text.</li> <li>Identify and analyze figurative language within different genres of text.</li> <li>Produce clear and coherent narrative writing for</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Analyze patterns and develop models of genetic inheritance.</li> <li>Analyze and interpret data of evolutionary changes over time.</li> <li>Organize collected data into graphic representations.</li> <li>Apply knowledge of population</li> </ul>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the IL Constitution.</li> <li>Explain how and</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate systems of equations using addition, substitution, and graphing</li> </ul>	<p>reflect on students work.</p> <ul style="list-style-type: none"> <li>Explain by usage the functions of verbs, verb shifts, and verbals as it applies to a student's writing.</li> <li>Determine correct grade- appropriate vocabulary to be used within any writing setting.</li> <li>Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>	<p>appropriate tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li>Orally analyze main ideas and details of a text.</li> <li>Write a well-constructed response to a literary question.</li> <li>Write a literary reflection.</li> </ul>	<p>change to current changes in the environment to explain phenomenon.</p>	<p>why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the U.S. Constitution.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>The English Colonies</li> <li>The American Revolution</li> </ul>
<p><b>8th Grade Quarter 3</b></p>	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>Interpret linear graphs, charts, equations, and slope to determine real world meanings</li> <li>Analyze whether a graph, equation, table, or word expression is a function</li> <li>Interpret and evaluate mathematical expressions involving square roots and cube roots</li> <li>Apply the Pythagorean Theorem in 2</li> </ul>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>Write informative essay using research to produce and publish writing.</li> <li>Write a research project using multiple sources.</li> <li>Demonstrate the use of conventions, proper grammar, and word usage in writing of sentences and paragraphs.</li> <li>Engage and share in discussions to reflect on students work.</li> <li>Explain by usage the functions of verbs, verb shifts, and verbals as it applies to a student's writing.</li> </ul>	<p><u>Literature</u></p> <ul style="list-style-type: none"> <li>Evaluate how two or more authors write about the same topic.</li> <li>Compare and contrast works of fiction and non-fiction as a means to understand the theme and author's purpose.</li> <li>Research using several sources to answer the "big question."</li> <li>Write a well-constructed response to a literary question.</li> <li>Write a literary reflection.</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Construct explanations describing anticipated movement of objects.</li> <li>Develop and use models of how objects interact with each other to help construct explanations describing how other things will move.</li> <li>Design, evaluate effectiveness, and modify contraptions to achieve a goal.</li> </ul>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>Federal and State Constitution</li> <li>Describe how U.S. political ideas and traditions were instituted in the Constitution and Bill of Rights.</li> <li>Explain how and why the colonists fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the U.S. Constitution. Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</li> </ul>

	<p>and 3 dimensions</p> <ul style="list-style-type: none"> <li>Evaluate the volume of cylinders, cones, and spheres</li> <li>Decompose composite figures in order to evaluate volume of complex solids</li> <li>Use properties of similar solids to find missing measurements</li> </ul>	<ul style="list-style-type: none"> <li>Determine correct grade- appropriate vocabulary to be used within any writing setting.</li> <li>Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>			<p>Topics:</p> <ul style="list-style-type: none"> <li>Federal and State Constitution</li> </ul>
<p><b>8th Grade Quarter 4</b></p>	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>Interpret and evaluate mathematical expressions using the properties of integer exponents including negative and zero exponents</li> <li>Analyze whether a number is correctly written in scientific notation</li> <li>Represent very large and very small numbers in scientific notation and scientific</li> </ul>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>Write a narrative with well-developed events and characters to engage the reader.</li> <li>Demonstrate the use of conventions, proper grammar, and word usage in writing of sentences and paragraphs.</li> <li>Engage and share in discussions to reflect on students work.</li> <li>Explain by usage the functions of verbs, verb shifts, and verbals as it applies to a student's writing.</li> <li>Determine correct grade- appropriate</li> </ul>	<p><u>Literature</u></p> <ul style="list-style-type: none"> <li>Compare and contrast multimedia texts of same topic.</li> <li>Produce and publish writing collaborating with others and different sources about fiction and non-fiction selections.</li> <li>Included multimedia components to orally present the meaning within a text.</li> <li>Write a well-constructed response to a literary question.</li> <li>Write a literary reflection.</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Evaluate experimental designs and modify in order to collect valid data.</li> <li>Analyze and interpret data from controlled situations and apply it to things we cannot easily view. (physically burning food in a classroom as it relates to cells burning food for energy)</li> <li>Develop and use models of energy and matter transfer within the world and bodies.</li> <li>Design apparatuses to</li> </ul>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>Describe how early settlers in IL and the U.S. adapted to, used, and changed the environment prior to 1818.</li> <li>Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</li> <li>Describe ways in which the U.S. developed as a world political power.</li> <li>Describe how the largely rural population of the U.S. adapted, used, and changed the</li> </ul>

	<p>notation to standard form</p> <ul style="list-style-type: none"> <li>• Add, subtract, multiply, and divide expressions using scientific notation and then simplify the result</li> <li>• Construct and interpret scatter plots</li> <li>• Estimate lines of best fit on scatter plots</li> <li>• Construct and interpret two way tables</li> </ul>	<p>vocabulary to be used within any writing setting.</p> <ul style="list-style-type: none"> <li>• Engage in the effective use of the writing process, ie. editing, revising, etc.</li> </ul>		<p>meet varying constraints and achieve desired outcomes.</p>	<p>environment after 1818.</p> <ul style="list-style-type: none"> <li>• Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>• IL Constitution</li> <li>• Launching the Nation</li> </ul>
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## Junior High Specials

<p><b>JH Specials Quarter 1</b></p>	<p><u>Current Events</u></p> <ul style="list-style-type: none"> <li>• Identify and explore re-occurring/long term current events.</li> <li>• Read and analyze events and articles as guided by UpFront weekly magazine and web content.</li> </ul>	<p><u>Art</u></p> <ul style="list-style-type: none"> <li>• 6: Formulate an artistic investigation of personally relevant content for creating art.</li> <li>• 7: Apply methods to overcome creative blocks.</li> <li>• 8: Select, organize and design images to make visually clear presentations.</li> </ul>	<p><u>Chorus</u></p> <ul style="list-style-type: none"> <li>• Analyze, discuss and apply proper breathing techniques and vocal tone production to in-class singing</li> <li>• Analyze and discuss the success of simple rhythmic sight reading performances as a group</li> <li>• Critique individual and group progress on fall</li> </ul>	<p><u>Band</u></p> <ul style="list-style-type: none"> <li>• Analyze and discuss the success of simple rhythmic sight reading performances as a group</li> <li>• Successfully perform several major scales with various simple rhythmic patterns</li> <li>• Successfully apply knowledge of rhythmic notation to performance</li> </ul>
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			choral literature and vocal techniques, making suggestions for improvement	of fall band music
<b>JH Specials Quarter 2</b>	<u>Current Events</u> <ul style="list-style-type: none"> <li>Revisit and track trending and ongoing events and stories in the news around the world.</li> <li>Identify new events and adjust accordingly to address events as they occur.</li> </ul>	<u>Art</u> <ul style="list-style-type: none"> <li>6: Continue to build upon formulating an artistic investigation of personally relevant content.</li> <li>7: Develop criteria to guide making a work of art or design to meet and identified goal.</li> <li>8: Demonstrate willingness to experiment, innovate and take risks to pursue ideas, forms and meanings that emerge in the process of art making.</li> </ul>	<u>Chorus</u> <ul style="list-style-type: none"> <li>Analyze, discuss and apply dynamics and proper diction to preparation of fall and winter choral music</li> <li>As a class, discover, discuss and apply concepts of “concert preparedness” while prepping for winter concert performance</li> <li>Critique individual and group progress on choral literature, making suggestions for improvement</li> </ul>	<u>Band</u> <ul style="list-style-type: none"> <li>Analyze, discuss and apply dynamics and articulation markings to preparation of fall and winter band music</li> <li>As a class, discover, discuss and apply concepts of “concert preparedness” while prepping for winter concert performance</li> <li>Critique individual and group progress on band literature, making suggestions for improvement</li> </ul>
<b>JH Specials Quarter 3</b>	<u>Current Events</u> <ul style="list-style-type: none"> <li>Identify and explore re-occurring/long term current events.</li> <li>Read and analyze events and articles as guided by UpFront weekly magazine and web content.</li> </ul>	<u>Art</u> <ul style="list-style-type: none"> <li>6: Demonstrate openness in trying new ideas, materials, methods and approaches in making works of art.</li> <li>7: Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art.</li> <li>8: Apply relevant criteria to examine, reflect on and plan revisions for a work of art or design in progress.</li> </ul>	<u>Chorus</u> <ul style="list-style-type: none"> <li>Analyze, discuss and apply simple musical terms and symbols to preparation of solo and ensemble music</li> <li>Analyze and discuss the success of simple five - note melodic sight reading performances as a group and individually</li> <li>Research the meaning behind the text in a song and use musical concepts to attempt to convey that message to an audience while prepping for solo and ensemble contest performances</li> </ul>	<u>Band</u> <ul style="list-style-type: none"> <li>Collaborate with other class members to choose, practice and perfect a small ensemble piece</li> <li>Analyze, discuss and apply simple musical terms and symbols to preparation of solo and ensemble music</li> <li>Critique individual and group progress on band literature, making suggestions for improvement</li> </ul>

			<ul style="list-style-type: none"> <li>● Critique individual and group progress on choral literature, making suggestions for improvement</li> </ul>	
<b>JH Specials Quarter 4</b>	<u>Current Events</u> <ul style="list-style-type: none"> <li>● Revisit and track trending and ongoing events and stories in the news around the world.</li> <li>● Identify new events and adjust accordingly to address events as they occur.</li> </ul>	<u>Art</u> <ul style="list-style-type: none"> <li>● 6: Continue to demonstrate openness in trying new ideas, materials, methods and approaches in making works of art.</li> <li>● 7: Continue to demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art.</li> <li>● 8: Continue to reflect on works of art and experiment with meanings behind the art making process.</li> </ul>	<u>Chorus</u> <ul style="list-style-type: none"> <li>● Analyze, discuss and apply knowledge of terms and symbols in preparation of spring choral music</li> <li>● As a class, discover, discuss and apply concepts of “concert preparedness” while prepping for spring concert performance</li> <li>● Critique individual and group progress on choral literature, making suggestions for improvement</li> </ul>	<u>Band</u> <ul style="list-style-type: none"> <li>● Analyze, discuss and apply knowledge of terms and symbols in preparation of spring band music</li> <li>● As a class, discover, discuss and apply concepts of “concert preparedness” while prepping for spring concert performance</li> <li>● Critique individual and group progress on choral literature, making suggestions for improvement</li> </ul>

### Jr. High Industrial Technology 6-8

Quarters 1,2,3,4	<ul style="list-style-type: none"> <li>● Demonstrate the Engineering Design Process</li> <li>● Basic understanding of Machine Safety/Material Processing</li> <li>● Basic understanding of Mechanical / Power Energy Technology</li> <li>● Create and produce a product using 3D imaging, 3D printing and laser cutting technology.</li> <li>● Career exploration in preparation for a possible career path.</li> </ul>
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### Junior High Agriculture

Quarter 1,2,3,4	<ul style="list-style-type: none"> <li>● Develop leadership skills needed to become an active FFA member.</li> <li>● Develop a knowledge in different fields of agriculture they haven't had a chance to encounter yet.</li> <li>● Explore different events that members in FFA compete in over the course of the school year.</li> </ul>
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- Gain knowledge of how to efficiently run a proper meeting.
- Become a more confident public speaker.
- Learn how to properly advocate for agriculture in the community.

### **Introduction to Agriculture Industry**

Quarter 1	<ul style="list-style-type: none"> <li>● Defining Agriculture/Careers</li> <li>● Scientific method</li> <li>● Classifying Animals</li> <li>● Exploring the livestock industry</li> </ul>
Quarter 2	<ul style="list-style-type: none"> <li>● Exploring animal products</li> <li>● Exploring companion animals</li> <li>● Parts of a plants</li> <li>● Forest and wood products</li> <li>● How plants grow</li> </ul>
Quarter 3	<ul style="list-style-type: none"> <li>● Personal Finances</li> <li>● Marketing of Animal Products</li> <li>● Soils</li> </ul>
Quarter 4	<ul style="list-style-type: none"> <li>● Water resources</li> <li>● Renewable Resources</li> <li>● Safety</li> <li>● Basic carpentry/ electricity</li> <li>● Machinery and Equipment</li> </ul>