



Charter Schools Institute
State University of New York

BUFFALO UNITED CHARTER SCHOOL

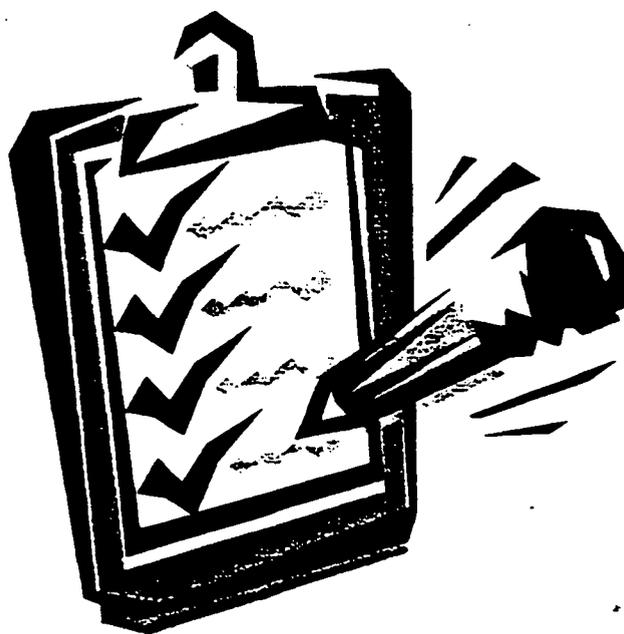
FINAL CHARTERED AGREEMENT
Section 2852(5) Submission to the Board of Regents

Volume 7 of 9

REDACTED APPLICATION

REPORT CARD SEVENTH GRADE

**Template for 2001-2002
All teachers will use the
AcademyLink report module
for Fall 2001**



Seventh Grade Report Card

1208

| | Marking Period | | | |
|-------------------|----------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| English | | | | |
| Spelling | | | | |
| Grammar | | | | |
| Penmanship | | | | |
| Composition | | | | |
| Vocabulary | | | | |
| Oral presentation | | | | |
| Work Habits | | | | |
| Social Behaviors | | | | |
| Comments: | | | | |

| | | | | |
|------------------|--|--|--|--|
| Reading | | | | |
| Comprehension | | | | |
| Fluency | | | | |
| Literature | | | | |
| Work Habits | | | | |
| Social Behaviors | | | | |
| Comments: | | | | |

| | | | | |
|--------------------|--|--|--|--|
| Mathematics | | | | |
| Computation | | | | |
| Problem solving | | | | |
| Work Habits | | | | |
| Social Behaviors | | | | |
| Comments: | | | | |

| | | | | |
|-------------------------------------|--|--|--|--|
| History/Geography/Government | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | |
|------------------|-------------|--|--|--|
| Science | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | 1209 | | | |

| | | | | |
|---|--|--|--|--|
| Music | | | | |
| General music | | | | |
| Demonstrates appropriate attitude toward subject | | | | |
| Demonstrates basic music concepts | | | | |
| Listens and participates | | | | |
| Music Theory | | | | |
| Demonstrates ability to play melody and accompaniment | | | | |
| Demonstrates ability to notate music | | | | |
| Demonstrates compositional skills and understanding | | | | |
| Demonstrates keyboarding/instrumental skills | | | | |
| Demonstrates reading notated music | | | | |
| Understands basic music terminology and symbols | | | | |
| Music history/listening | | | | |
| Demonstrates knowledge of composers studied | | | | |
| Demonstrates music listening skills | | | | |
| Identifies compositions studied | | | | |
| Identifies families of instruments | | | | |
| Identifies instruments by sight and sound | | | | |
| Recorders | | | | |
| Comes prepared to class | | | | |
| Demonstrates fingering/playing skills | | | | |
| Demonstrates reading music notation | | | | |
| Participates in group/ensemble | | | | |
| Turns in homework and graded project work | | | | |
| Instrumentalchoral music | | | | |
| Comes prepared to class | | | | |
| Completes homework and graded projects | | | | |
| Concert performance and attendance | | | | |
| Demonstrates appropriate playing/singing skills | | | | |
| Demonstrates appropriate reading skills | | | | |
| Participates in group/ensemble | | | | |
| Understands music terminology and symbols | | | | |
| Comments: | | | | |

| | | | | |
|-------------------------------------|--|--|--|--|
| Art | | | | |
| Uses time wisely | | | | |
| Demonstrates good conduct | | | | |
| Demonstrates grade level art skills | | | | |
| Graded work | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

Physical Education

| | | | | |
|---|--|--|--|--|
| Participates in class activities | | | | |
| Demonstrates appropriate skill development | | | | |
| Demonstrates appropriate cognitive skills through testing | | | | |
| Demonstrates positive attitude toward subject | | | | |
| Demonstrates teamwork | | | | |
| Demonstrates sportsmanship | | | | |
| Overall performance | | | | |

Comments: 1210

Moral Focus

| | | | | |
|--|--|--|--|--|
| Justice – the principle of just dealing or right action | | | | |
| Accepts responsibility for own actions | | | | |
| Demonstrates compassion and kindness | | | | |
| Temperance – moderation in thought, action, or feeling | | | | |
| Completes assignments on time | | | | |
| Submits homework on time | | | | |
| Uses time wisely | | | | |
| Works without disturbing others | | | | |
| Prudence – the ability to govern and discipline oneself | | | | |
| Displays good manners | | | | |
| Displays self-control | | | | |
| Respectful of property, other students, and adults | | | | |
| Works cooperatively | | | | |
| Fortitude – the strength of mind to endure with courage | | | | |
| Follows directions | | | | |
| Listens attentively | | | | |
| Works independently | | | | |

Comments:

French/Elective

| | | | | |
|-----------------|--|--|--|--|
| Work Habits | | | | |
| Social Behavior | | | | |

Comments:

Spanish/Elective

| | | | | |
|-----------------|--|--|--|--|
| Work Habits | | | | |
| Social Behavior | | | | |

Comments:

Student Name: _____ Teacher: _____

| | | | | |
|-----------------------|------|--|--|--|
| Latin/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | 1211 | | | |

| | | | | |
|--------------------------------------|--|--|--|--|
| Computers-Technology/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|-----------------------|--|--|--|--|
| Chess/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|-----------------------|--|--|--|--|
| Drama/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|---------------------------|--|--|--|--|
| Book Club/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | |
|-------------------------------------|------|--|--|--|
| Odyssey of the Mind/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | 1212 | | | |

| | | | | |
|------------------------------------|--|--|--|--|
| Physical Education/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|----------------------------------|--|--|--|--|
| Science Olympiad/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|------------------------|--|--|--|--|
| Civics/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| Student Senate/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|--------------------------|--|--|--|--|
| Yearbook/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | |
|----------------------------|------|--|--|--|
| Leadership/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | 1213 | | | |

| | | | | |
|----------------------------|--|--|--|--|
| Journalism/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|------------------------------|--|--|--|--|
| Study Skills/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|------------------------------------|--|--|--|--|
| Health and Fitness/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

Final Comments:

1214

Report Card Legend

| Letter Grade | Remarks |
|--------------|----------------------------|
| A | Excellent |
| B | Good |
| C | Satisfactory |
| D | Needs Improvement |
| F | Does not meet requirements |

| Skill Scale | Remarks |
|-------------|---|
| 4 | Student shows accuracy, appropriateness, quality, and originality. |
| 3 | Can apply the skill or concept correctly and independently. |
| 2 | Shows some understanding. Errors or misunderstandings occur. Teacher reminders, hints, and suggestions are necessary. |
| 1 | Cannot complete the task or skill independently. Shows little understanding of the concept. Quality is lacking. |

Assigned to : _____ Grade

Student Name: _____ Teacher: _____

BLOOM'S TAXONOMY SEVENTH GRADE

Based on *Bloom's Taxonomy*—Developed by
Linda G. Barton, M.S. Ed. EDUPRESS EP 504

QUICK QUESTIONS FOR CRITICAL THINKING



Introduction

Bloom's Taxonomy divides the way people learn into three domains. One of these is the *cognitive* domain which emphasizes intellectual outcomes. This domain further divides into categories which are arranged progressively from the lowest level of thinking, simple recall, to the highest, evaluating information.

Quick Questions for Critical Thinking can be used in the home, classroom or workplace to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Find the box containing the level you wish to challenge. Use the **Key Words** as guides to structuring questions and tasks. Finish the **Questions** with content appropriate to the learner.

| Level I | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|-----------------|----------------|------------------|--------------------------|-------------------------|-------------------------------|-----------------|--------------------------------|------------------|------------------------|----------------------------|------------------------|---------------------------|--------------------------------|-------------------|-----------------|------|--------|------|--------|--------|
| Knowledge: | Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers. | | | | | | | | | | | | | | | | | | | | | |
| Key Words: | <table style="width: 100%; border: none;"> <tr> <td>who</td> <td>what</td> <td>why</td> <td>when</td> <td>omit</td> <td>where</td> <td>which</td> </tr> <tr> <td>choose</td> <td>find</td> <td>how</td> <td>define</td> <td>label</td> <td>show</td> <td>spell</td> </tr> <tr> <td>list</td> <td>match</td> <td>name</td> <td>relate</td> <td>tell</td> <td>recall</td> <td>select</td> </tr> </table> | who | what | why | when | omit | where | which | choose | find | how | define | label | show | spell | list | match | name | relate | tell | recall | select |
| who | what | why | when | omit | where | which | | | | | | | | | | | | | | | | |
| choose | find | how | define | label | show | spell | | | | | | | | | | | | | | | | |
| list | match | name | relate | tell | recall | select | | | | | | | | | | | | | | | | |
| Questions: | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">* What is ... ?</td> <td style="width: 50%;">* How is ... ?</td> </tr> <tr> <td>* Where is ... ?</td> <td>* When did _____ happen?</td> </tr> <tr> <td>* How did _____ happen?</td> <td>* How would you explain ... ?</td> </tr> <tr> <td>* Why did ... ?</td> <td>* How would you describe ... ?</td> </tr> <tr> <td>* When did ... ?</td> <td>* Can you recall ... ?</td> </tr> <tr> <td>* How would you show ... ?</td> <td>* Can you select ... ?</td> </tr> <tr> <td>* Who were the main ... ?</td> <td>* Can you list the three ... ?</td> </tr> <tr> <td>* Which one ... ?</td> <td>* Who was ... ?</td> </tr> </table> | * What is ... ? | * How is ... ? | * Where is ... ? | * When did _____ happen? | * How did _____ happen? | * How would you explain ... ? | * Why did ... ? | * How would you describe ... ? | * When did ... ? | * Can you recall ... ? | * How would you show ... ? | * Can you select ... ? | * Who were the main ... ? | * Can you list the three ... ? | * Which one ... ? | * Who was ... ? | | | | | |
| * What is ... ? | * How is ... ? | | | | | | | | | | | | | | | | | | | | | |
| * Where is ... ? | * When did _____ happen? | | | | | | | | | | | | | | | | | | | | | |
| * How did _____ happen? | * How would you explain ... ? | | | | | | | | | | | | | | | | | | | | | |
| * Why did ... ? | * How would you describe ... ? | | | | | | | | | | | | | | | | | | | | | |
| * When did ... ? | * Can you recall ... ? | | | | | | | | | | | | | | | | | | | | | |
| * How would you show ... ? | * Can you select ... ? | | | | | | | | | | | | | | | | | | | | | |
| * Who were the main ... ? | * Can you list the three ... ? | | | | | | | | | | | | | | | | | | | | | |
| * Which one ... ? | * Who was ... ? | | | | | | | | | | | | | | | | | | | | | |
| Level I - Knowledge | | | | | | | | | | | | | | | | | | | | | | |

Level II

Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key Words:

| | | | | |
|----------|------------|-------------|-----------|----------|
| compare | contrast | demonstrate | interpret | explain |
| extend | illustrate | infer | outline | relate |
| rephrase | translate | summarize | show | classify |

Questions:

- * How would you classify the type of ... ?
- * How would you compare ... ? contrast ... ?
- * Will you state or interpret in your own words ... ?
- * How would you rephrase the meaning ... ?
- * What facts or ideas show ... ?
- * What is the main idea of ... ?
- * Which statements support ... ?
- * Can you explain what is happening ... ? what is meant ... ?
- * What can you say about ... ?
- * Which is the best answer ... ?
- * How would you summarize ... ?

Level II - Comprehension**Level III**

Application: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Key Words:

| | | |
|-------------|----------|-----------------|
| apply | build | choose |
| construct | develop | interview |
| make use of | organize | experiment with |
| plan | select | solve |
| utilize | model | identify |

Questions:

- * How would you use ... ?
- * What examples can you find to ... ?
- * How would you solve _____ using what you've learned ... ?
- * How would you organize _____ to show ... ?
- * How would you show your understanding of ... ?
- * What approach would you use to ... ?
- * How would you apply what you learned to develop ... ?
- * What other way would you plan to ... ?
- * What would result if ... ?
- * Can you make use of the facts to ... ?
- * What elements would you choose to change ... ?
- * What facts would you select to show ... ?
- * What questions would you ask in an interview with ... ?

Level III - Application

Level IV

Analysis: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

| | | | |
|-------------------|---------------|-------------|-------------|
| Key Words: | analyze | categorize | classify |
| | compare | contrast | discover |
| | dissect | divide | examine |
| | inspect | simplify | survey |
| | take part in | test for | distinguish |
| | list | distinction | theme |
| | relationships | function | motive |
| | inference | assumption | conclusion |

Questions:

- * What are the parts or features of ... ?
- * How is _____ related to ... ?
- * Why do you think ... ?
- * What is the theme ... ?
- * What motive is there ... ?
- * Can you list the parts ... ?
- * What inference can you make ... ?
- * What conclusions can you draw ... ?
- * How would you classify ... ?
- * How would you categorize ... ?
- * Can you identify the different parts ... ?
- * What evidence can you find ... ?
- * What is the relationship between ... ?
- * Can you make a distinction between ... ?
- * What is the function of ... ?
- * What ideas justify ... ?

Level IV - Analysis

Level V

Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

| | | | |
|-------------------|----------|-----------|-----------|
| Key Words: | build | choose | combine |
| | compile | compose | construct |
| | create | design | develop |
| | estimate | formulate | imagine |
| | invent | make up | originate |
| | plan | predict | propose |
| | solve | solution | suppose |
| | discuss | modify | change |
| | original | improve | adapt |
| | minimize | maximize | delete |
| | theorize | elaborate | test |
| | improve | happen | change |

Questions:

- * What changes would you make to solve ... ?
- * How would you improve ... ?
- * What would happen if ... ?
- * Can you elaborate on the reason ... ?
- * Can you propose an alternative ... ?
- * Can you invent ... ?
- * How would you adapt _____ to create a different ... ?
- * How could you change (modify) the plot (plan) ... ?
- * What could be done to minimize (maximize) ... ?
- * What way would you design ... ?
- * What could be combined to improve (change) ... ?
- * Suppose you could _____ what would you do ... ?
- * How would you test ... ?
- * Can you formulate a theory for ... ?
- * Can you predict the outcome if ... ?
- * How would you estimate the results for ... ?
- * What facts can you compile ... ?
- * Can you construct a model that would change ... ?
- * Can you think of an original way for the ... ?

Level V - Synthesis

Level VI

Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words:

| | | |
|-----------|------------|------------|
| award | choose | conclude |
| criticize | decide | defend |
| determine | dispute | evaluate |
| judge | justify | measure |
| compare | mark | rate |
| recommend | rule on | select |
| agree | appraise | prioritize |
| opinion | interpret | explain |
| support | importance | criteria |
| prove | disprove | assess |
| influence | perceive | value |
| estimate | influence | deduct |

Questions:

- * Do you agree with the action ... ? with the outcome ... ?
- * What is your opinion of ... ?
- * How would you prove ... ? disprove ... ?
- * Can you assess the value or importance of ... ?
- * Would it be better if ... ?
- * Why did they (the character) choose ... ?
- * What would you recommend ... ?
- * How would you rate the ... ?
- * What would you cite to defend the actions ... ?
- * How would you evaluate ... ?
- * How could you determine ... ?
- * What choice would you have made ... ?
- * What would you select ... ?
- * How would you prioritize ... ?
- * What judgment would you make about ... ?
- * Based on what you know, how would you explain ... ?
- * What information would you use to support the view ... ?
- * How would you justify ... ?
- * What data was used to make the conclusion ... ?
- * Why was it better that ... ?
- * How would you prioritize the facts ... ?
- * How would you compare the ideas ... ? people ... ?

Level VI - Evaluation

**LANGUAGE ARTS
SEVENTH GRADE
Reading/Grammar**

**Content Standards and Objectives
Instructional Collection
NHA Library Media Centers
The Shurley Method
Why The Shurley Method?
The Shurley Method Assessment**



I. MEANING AND COMMUNICATION

Content Standard 1: All students will read and comprehend general and technical material.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knidg | Shurley Method |
| 1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures. | X | |
| 2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals. | X | |
| 3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills. | X | X |
| 4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax. | X | X |
| 5. Respond to a variety of oral, visual, written, and electronic texts, by making connections to their personal lives and the lives of others. | X | |

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knidg | Shurley Method |
| 1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry. | X | X |
| 2. Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension. | X | X |
| 3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective and effect. | X | X |
| 4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling. | X | X |

Middle School Language Arts Standards and Grade Level Benchmarks

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knidg | Shurley Method |
| 1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a career exploration. | X | |
| 2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response. | | X |
| 3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public. | X | X |
| 4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning. | | X |
| 5. Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content. | | X |
| 6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources. | | X |
| 7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification which characters and multiple points of view. | | X |
| 8. Express their responses and make connections between oral, visual, written, and electronic texts, and their own lives. | | X |

II. LANGUAGE

Content Standard 4: All students will use the English language effectively.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knidg | Shurley Method |
| 1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace. | X | |
| 2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter. | | X |
| 3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning. | X | |
| 4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context. | X | |
| 5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues. | | |

III. LITERATURE

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | X | |
| 2. Describe and discuss shared issues in the human experiences that appear in literature and other texts from around the world. Examples include quests for happiness and service to others. | X | |
| 3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience. | X | |
| 4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts. | X | |
| 5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions. | X | |

IV. VOICE

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration. | | X |
| 2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences. | | X |
| 3. Compare and contrast the style and characteristics of individual authors, speakers and illustrators and how they shape text and influence their audiences' expectations. | X | X |
| 4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications. | X | X |

V. SKILLS AND PROCESSES

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content. | X | X |
| 2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs. | X | X |
| 3. Reflect on their developing literacy, set learning goals, and evaluate their progress. | X | |
| 4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of text for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry. | X | X |

VI. GENRE AND CRAFT OF LANGUAGE

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews. | X | |
| 2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels. | X | |
| 3. Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas. | X | |
| 4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads. | X | |
| 5. Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning. | X | |

Middle School Language Arts Standards and Grade Level Benchmarks

VII. DEPTH OF UNDERSTANDING

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness. | X | |
| 2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations. | X | |
| 3. Develop a thesis using key concepts, supporting evidence, and logical argument. | X | X |

VII. IDEAS IN ACTION

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives. | X | |
| 2. Perform the daily functions of a literary individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts. | X | X |
| 3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem. | X | X |

VIII. INQUIRY AND RESEARCH

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases. | X | X |
| 3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem. | X | X |
| 4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics. | X | X |

Middle School Language Arts Standards and Grade Level Benchmarks

IX. CRITICAL STANDARDS

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and other's oral, written, and visual texts.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations. | X | |
| 2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts. | X | |
| 3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing. | X | X |
| 4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection. | X | X |
| 5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas. | X | |

Seventh Grade-Instructional Collection
Core Knowledge

POETRY:

Annabel Lee (Edgar Allan Poe)
Because I could not stop for Death (Emily Dickinson)
The Charge of the Light Brigade (Alfred Lord Tennyson)
The Chimney Sweeper (both versions from *The Songs of Innocence* and *The Songs of Experience*; William Blake)
The Cremation of Sam McGee (Robert Service)
Dulce et Decorum Est (Wilfred Owen)
Fire and Ice; Nothing Gold Can Stay (Robert Frost)
Heritage (Countee Cullen)
Macavity: The Mystery Cat (T.S. Eliot)
The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes)
This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)

ESSAYS/SPEECHES:

Shooting an Elephant (George Orwell)
The Night the Bell Fell (James Thurber)
Declaration of War on Japan
(Franklin D. Roosevelt)

SHORT STORIES:

"The Gift of the Magi" (O. Henry)
"The Necklace" (Guy de Maupassant)

NOVELS:

The Call of the Wild (Jack London)
The Prince and the Pauper
(Mark Twain)

AUTOBIOGRAPHY:

Diary of a Young Girl (Anne Frank)

DRAMA:

Cyrano de Bergerac (Edmond Rostand)

Notes/Comments:

National Heritage Academies Library Media Centers

The mission of the library media program at National Heritage Academies is to provide the students and educators with equitable access to information, ideas, and learning/teaching tools. The library media centers at National Heritage Academies are a growing resource of information for the staff and students. Resources include books, videos, periodicals, online reference resources, traveling projection systems and various teacher workbooks and posters. Many schools include video cameras, digital cameras and other technology for circulation. Our collections are developed to support the curriculum and provide students with literature. An OPAC system (online card catalog) is available at each computer terminal in each school building. Searching for materials can be done from the classroom as well as the library media center.

In order to support the curriculum and the activities taking place at each individual school, students may use the Library Media Center for research, study, reading, browsing, fact-finding and any other educational purpose. Students are encouraged to visit the library media center during school hours--either individually or as a class. Each building will prepare a schedule for weekly class visits and/or individually arranged class visits.

Materials are checked out to students for one week. If a student wishes to renew a book, he/she may do so at any time. It is important for the books to be returned on time and in good condition.

If a book is lost or damaged, the student is held responsible for that book. The student will be notified of the cost of the book and be expected to reimburse the school for the damaged or unreturned property. The amount charged will be the original purchase price of the book. If books are not returned or paid for, report cards may be held.

Accelerated Reader (AR) is a motivational reading program that is networked throughout National Heritage Academies. The program deals with individual reading levels, reading comprehension, and assessment. It involves reading books, taking quizzes on the computer and the earning of points. Many of our schools have an established school wide-program that is run by the teachers and/or library staff. In other schools, teachers use AR individually with their classes. The staff and/or administration at each school determine how this program is facilitated.

Teachers and staff are welcome at any time in the library media center to browse, search, and check out materials. They are encouraged to contact the librarian with any special requests for materials. Librarians are available to meet with teachers for planning purposes or curriculum needs.

The library media center at a National Heritage Academies school strives to be a fountain of information for growing, learning, and fun. Welcome!

SHURLEY GRAMMAR METHOD

The approach used by The Shurley Method is active learning, with students physically and cognitively engaged in the learning process. Success in learning Shurley English is predicated on the reinforcement of language skills. Students memorize rhyming jingles for each of the parts of speech. In unison, they chant these jingles in a kind of language symphony until they have internalized the concepts of nouns and verbs. A Shurley classroom is one of energized learning, where students teach as well as learn. They move back and forth from group activities to independent learning exercises, from a mastery of grammar skills to creative writing exercise. In fact, students, almost without exception, beg for more class time to write.

Despite the fact that memorization and repetition have not been in vogue in recent years in American schools, they are fundamental to the success of the Shurley Method. Rarely does a Shurley student return to classes at the start of a new school year needing to be retaught concepts he/she mastered during the previous school year. The retention is permanent.

The Shurley Program provides students with two important ingredients for success: a love of the English language and the ability to use the English language correctly with ease and confidence.

WHY THE SHURLEY METHOD?

- *The Shurley Method* is the end result of twenty-five years of research. Actual classroom situations and the learning needs of students were used to develop this exciting English program.
- *The Shurley Method* never teaches concepts in isolation. A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students always have a clear picture of how to write complete sentences.
- Students are constantly exposed to “see it, hear it, say it, do it,” activities that meet the visual, auditory, and kinesthetic learning types of students.
- *The Shurley Method* successfully teaches language skills to students with different learning abilities and to students who learn English as a second language.
- *The Shurley Method* uses repetition, fun and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in *The Shurley Method* for the students. Then the students actively participate with the teacher as the steps are practiced.
- *The Shurley Method* provides enough repetition to master each concept taught. Lessons include daily practice of old skills while new skills are being added.
- The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills.
- Students’ grammar and writing skills are used automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.
- The most important effect of *The Shurley Method* on students may not be their increased grasp of language and improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

THE SHURLEY METHOD ASSESSMENT

3-Day Rotation Schedule Assessment

Day 1 – Teach

(No test will be given to students on Day 1.)

1. Vocabulary and Definition Time
2. Introduce the new grammar concept and classify sentences orally.
3. Leave classified sentences on the board or transparency for Oral Skill Builder Check.
4. Write a Practice Sentence and an Improved Sentence with your class.

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Teach the other English concepts that will be tested.
4. Erase the board or remove the transparency and give the student worksheet as a test. Students are tested on the same sentences that they have classified orally together. This helps students gain the confidence to work with many skills independently and helps weak readers concentrate on learning English skills without struggling with reading vocabulary.

Day 3 – Teach and Check

(Hand the tests back)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Leave classified sentences on the board or transparency as a visual aid when checking student tests.
4. Discuss mistakes and how to improve.

2-Day Rotation Schedule (Skip Day 1 – Oral Day)

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Review grammar by classifying sentences.
2. Teach the other English concepts that will be tested.
3. Give students the worksheet as a test.

Day 3 – Review and Check

1. Review grammar by classifying sentences.
2. Hand test back. Discuss mistakes and how to improve.

Checking Options

Teacher Graded: Select one or two sentences from the top section and several items from the bottom section to check for a grade. Then have students check the rest of the sheet with you as a practice exercise. Use a teacher-directed word-by-word check. Students focus not only on mistakes but also on correct responses. This will show them the mistakes they made, and they can use this knowledge to do better on the next test.

Student Graded: Train double checkers to help weak checkers and to grade absent students' papers.

**LANGUAGE ARTS
SEVENTH GRADE**

Writing

Collins Writing Program
Philosophy: The Teaching of Writing
Collins Writing Strategies
Teacher Resources
Assessing Your Current Writing Program



COLLINS WRITING PROGRAM

Philosophy: The Teaching of Writing in NHA Schools

ON THE TEACHING OF WRITERS:

A belief system about how children develop as language users from birth through adulthood and what teachers should do in their classrooms to foster that growth is essential to any writing curriculum. Moreover, to provide integrated and meaningful instruction and accountability, the writing program must be organized around a system for managing the writing process. The following is meant to be a guide to teaching “writers” in the classroom.

1. Children as language users:

National Heritage Academies believes that children come to school with an innate curiosity about writing and a desire for meaningful, real-world communication, and that writing is one of the most complex intellectual tasks they will need to accomplish. Further, children develop writing skills in a manner that mirrors the way they learn to talk. Teachers, then, teach “writers” rather than “writing,” and children become writers by the very act of writing itself. We believe that teachers help children view and define themselves as thinkers and writers by involving them with the real occurrences of their minds, hearts and world and that writing enhances the learning process of any subject at any level.

2. Classroom culture of active literacy:

What teachers *do* in the classroom positively impacts students’ development as writers more often than what teachers *say* in the classroom. The conditions that promote the development of writers are the same as those that facilitate learning to talk:

- *Immersion:* creating a language-rich and print-rich environment
- *Demonstration:* modeling of writing in the classroom by the teacher
- *Expectation:* subtly communicating to children that they will learn to write
- *Responsibility:* giving students opportunities to be responsible for their own learning
- *Approximation:* encouraging and respecting children’s writing efforts
- *Employment:* making time and opportunities for writing
- *Feedback:* allowing patience with the growth process

National Heritage Academies wants its classrooms to be places where children come expecting to write each day with the knowledge that their efforts will be valued, supported and respected.

3. A skill for thinking across the curriculum:

National Heritage Academies believes that students should have frequent and varied opportunities to write in *all* content areas. Writing is an aid to thinking and organizing ideas across the curriculum rather than merely a subset of the language arts curriculum. It is a balance of process (how people communicate) and product (what they communicate).

Type One: Writing that has no correct answer – or, if there is a correct answer, it's okay to be wrong

Purpose: To capture ideas, questions, reactions

Evaluation: A check + or -, 10 pts. or 0 pts., a “smiley face” or no “smiley face,” a jelly bean or a coffee bean . . . in other words – it's up to you. **“Reasonable best effort”**

Basic Guidelines: 1. Always skip a line 3. Provide a minimum volume
2. Always label the type of writing 4. Provide a maximum time limit

Advantages: *Spontaneous, minimal preparation *Takes very little class time
*Effective thinking stimulus for all *Promotes writing fluency

Type Two: Writing that makes a point - has a correct answer

Purpose: To show that the writer knows something about the topic or has thought about it

Evaluation: Type Two writing is like a quiz; mistakes in content count. Writing style and mechanics do not count – the content counts. **“Reasonable best effort”**

Basic Guidelines: 1. Always skip a line 3. Provide a maximum time limit
2. Always label the type of writing 4. Avoid numbering

Advantages: *Spontaneous, little pre-planning *Promotes writing fluency
*Quick assessment *Promotes writing in the content areas

Type Three: Writing that has content and focus correction areas

Purpose: To produce a single draft that meets the standards set by the focus correction areas (FCA). Type Three writing is read out loud by the author to see if it does three things:

- Completes the assignment
- Sounds correct-easy to read
- **Avoids errors in the focus correction areas**

Evaluation: Evaluation is based solely on FCAs. **“Reasonable best effort”**

Basic Guidelines: 1. Always skip a line 3. Maximum of three focus areas/paper
2. Always place FCAs in the upper left

Advantages: *Very efficient *Ease of evaluation

Type Four: Writing that has been read out loud and critiqued by another – two drafts

Purpose: To produce the best possible work in two drafts. Writer follows the same steps as Type Three, repeats steps with a peer, and produces the best possible second draft that is placed in **The Cumulative Writing Folder**.

Evaluation: Evaluation is based on focus correction areas. **“Reasonable best effort”**

Basic Guidelines: 1. Always skip a line
2. Always place FCAs in the upper left
3. Maximum of three focus areas/paper

Advantages: *Fair, objective evaluations
*Provides a systematic, clear, and logical sequence of writing skills

Type Five: Writing that can be published and go outside the classroom without explanation or qualification – multiple drafts

Purpose: To produce the best writing possible. Writer follows the same steps as Type Four to create a paper void of errors.

Evaluation: Type Five writing is usually a major project. It must meet all standard conventions.

Basic Guidelines: 1. Always skip a line
2. Always label the type of writing in rough drafts

Advantages: *Great final product
*Real-world standards
*Promulgates full range of skills

It has been our experience that many teachers, especially after a full day workshop with opportunities for “hands-on” practice, can effectively implement many of our ideas in their own classrooms.

However, most teacher training has failed miserably because it tends to be “hit and run” in nature. A basic assumption of our work is that writing instruction will be most effective when it is supported by a program— a unified set of teaching techniques and expectations about student writing that are developed and reinforced over a period of years. This kind of program development takes time and commitment. We believe that writing instruction must also be evaluated on a regular basis to provide teachers and students with clear and achievable goals from one year to the next. Therefore we have developed an extensive variety of program development services:

Examples of our teacher support and program development service sessions:

- * demonstration lessons
- * developing strategies for state assessment tests
- * establishing an in-house evaluation model
- * practice developing great writing assignments
- * individual department/grade level sessions
- * practice developing appropriate FCAs

Developed by Mark E. Dressel, Collins Education Associate 616.361.1839

4. **Managing and evaluating a program for writing:**

Because we understand that writing is a necessary skill for effective communication and expression, and realizing that people learn to write by writing, there must be a workable system of instruction. That system must be coupled with an assessment system to measure levels of achievement in both the student and the teacher.

National Heritage Academies has adopted **The Collins Cumulative Writing Folder Program** to support teachers in building an effective and experiential writing program within their classrooms and the school. The Collins Writing Program provides schools with a writing program— a unified set of techniques and expectations about student writing— that can be developed and reinforced over a period of years, as well as a way to measure levels of achievement in both students and teachers. It involves:

- Integrating writing across the curriculum using Five Types of Writing
- (noted on the following two pages)
- Encouraging a balance of process and product
- Encouraging ownership through a student-centered program of instruction
- Ensuring the development of critical writing and thinking skills
- Making the program student-centered
- Involving frequent writing opportunities
- Affording a practical and manageable program for both teacher and student.

The Cumulative Writing Folder Program consists of four elements: a writing management system and three teaching strategies. The strategies are:

- Oral reading
- Focus correcting
- Using past papers to teach new skills

The Program has been successfully used in special education, with the gifted and talented, and in English as a second language programs. Each element reinforces the others.

Realizing each teacher's need to understand instructional expectations as well as to be supported in those expectations, a workable "Scope and Sequence for the Teaching of Writers" will be forthcoming.

A list of resources from the Collins Education Associates follows The Collins Writing Strategies.

COLLINS WRITING - TEACHER RESOURCES:

Center for Effective Communication-Collins Education Associates LLC:

The following publications may be found on the *AcademyLink Purchase Order form* for **The Network (formerly Collins)** and can be purchased through your building principal (textbook budget). It is recommended that each teacher have the following:

1. **Cumulative Writing Folders** - for each student in grades 1-8 for use in helping to manage the classroom writing program. Teachers of grades 1-3 should order the **Primary Cumulative Writing Folders**. Teachers of kindergarten may want to develop their own "folder system" for writing management.
2. **Developing an Effective Writing Program for the Elementary Grades** by Gary Chadwell.
3. Middle School Teachers: **Developing Writing and Thinking Skills Across the Curriculum** by Gary Chadwell.

Additional Recommended Resources:

1. Frank, Marjorie. **If You're Trying To Teach Kids How To Write...you've gotta have this book!** Incentive Publications, Inc., Nashville, Tennessee. 1979. (ISBN: 0-86530-317-7). Can be purchased through most bookstores. All Grades.
2. Areglado, Nancy and Dill, Mary. **Let's Write: A Practical Guide to Teaching Writing in the Early Grades- K-2**. Scholastic Professional Books, New York. 1997, (ISBN: 0-590-93102-4). Can be purchased through teacher stores or most bookstores. Early Grades.
3. Butler, Andrea and Turbill, Jan. **Towards a Reading-Writing Classroom**. Primary English Teaching Association, NSW, Australia: Heinemann, 1984. (ISBN: 0-435-08461-5).
4. Atwell, Nancie. **Coming to Know: Writing to Learn in the Intermediate Grades**. Portsmouth, NH: Heinemann, 1990. Presents many ways to use writing in content area study, including learning logs and research projects in every subject.
5. Calkins, Lucy. **The Art of Teaching Writing**. Portsmouth, NH: Heinemann, 1994.
6. Lane, Barry. **After 'The End': Teaching and Learning Creative Revision**. Portsmouth, NH: Heinemann, 1993.

Assessing Your Current Writing Program

You already have a writing program in place in your classroom, one shaped by your beliefs and attitudes about writing instruction. It's driven by techniques and strategies you use with your students, and it's organized around a system you use for managing the writing process. The survey that follows will help you assess your current writing program by helping to identify what you emphasize most and least in your own classroom. It will give you a snapshot of your current writing program.

After you complete this survey, your findings will enable you to reaffirm, challenge, or recalibrate some of your assumptions and help you make strategic decisions about ways to improve your writing program.

Writing Program Assessment Survey For Elementary Grades

Instructions: For each of the activities that follow, give a rating of 0-5 that most accurately describes how often you do the activity during a year. This self-assessment will be most valuable if you are candid in your estimates. Try not to overestimate; rather than rating the items based on how much you like them, rate them on how often you actually do them.

- 0 - Do not do
- 1 - Infrequently (one to three times a year)
- 2 - Occasionally (four to six times a year)
- 3 - Regularly (once a month)
- 4 - Frequently (twice a month)
- 5 - Very frequently (once a week or more)

PROGRAM VALUES

- _____ 1. Give students low-risk writing opportunities such as free writing or journal writing.
- _____ 2. Take overt steps, such as writing along with your students, to create a classroom culture of active literacy.
- _____ 3. Provide frequent opportunities for students to write in all content areas.

PREWRITING ACTIVITIES

- _____ 4. Involve students in writing projects based on their personal experiences, reading experiences, or class discussions.
- _____ 5. Engage students in discussions and activities that clarify writing projects, generate ideas, and help in planning and organizing writing.
- _____ 6. Provide models, including examples of other students' writing, to help guide your students' writing efforts.

DRAFTING ACTIVITIES

- _____ 7. Provide opportunities for students to write in many forms (narratives, letters, reports, poems, and so on).
- _____ 8. Provide opportunities for students to write for various *purposes* (to inform, entertain, persuade, explain, and so on) and various *audiences* (parents, peers, authors, public officials, and others).
- _____ 9.* Provide students with specific criteria that they can use to guide their thinking and writing and that you use to provide feedback on the writing project.

REVISING AND EDITING ACTIVITIES

- _____ 10. Model revising strategies (elaborating, sentence combining, eliminating unnecessary words or phrases, checking for sentence variety, and so on) that help students review and improve their writing.
- _____ 11. Teach grammar and mechanical skills in relation to students' current writing experiences.
- _____ 12. Encourage students to proofread their own work (checking for punctuation, capitalization, and spelling).
- _____ 13. Encourage students to peer-edit each other's papers before they are finalized.
- _____ 14. Involve students in maintaining a portfolio of their writing that they can review and use to develop new writing skills.

SHARING ACTIVITIES

- _____ 15.* Encourage students to read their work out loud - to themselves and others - as part of the writing process.
- _____ 16. Display or "publish" examples of high-quality writing.
- _____ 17. Give writers positive, specific feedback on their work.
- _____ 18. Conduct individual writing conferences with students.

_____ Total Score

*One of the Critical Four strategies

Interpreting Your Score

What does the survey tell me? Even before you total your score, a look at your survey provides some insights into your writing program. Since time is a valuable commodity in the classroom, your responses show you how you are using this scarce resource. The strategies you have rated as 4 or 5 are the “cornerstones” of your writing program because you are giving significant time to them. These are the strategies that drive your writing program.

The survey also shows you areas where you are giving little emphasis. These areas may not be emphasized in your classroom for any number of reasons. You may feel that they are not critical to your students' development as writers or that they are not appropriate for your students. Other low-rated strategies may be ones that you value but have not yet been able to effectively incorporate into your teaching.

What is a good score? Obviously, as your score approaches 90 it means that you have rated virtually all of the 18 items at 4 or 5. Although these 18 items represent an excellent overview of effective writing practice, you may ask whether it is necessary to use all of them with great frequency to have an effective writing program. Your question is a common one that subsumes other, related questions: Can I do all these things regularly with the number of students I have? With my time constraints? With my curriculum demands?

So, what's the lowest score I could get and still have an effective writing program? A score in the 54-72 range is the basis for an effective writing program. A score higher than 72 would indicate that writing is already a prominent component of your classroom culture. A score lower than 54 (18 items multiplied by an average score of 3) could indicate that writing is not done often enough or that your writing instruction does not provide the kind of consistent focus students need to improve as writers. The strategies on this survey have little impact on improving students' writing when used randomly.

How do I use the survey to improve my writing program? In addition to looking at your overall score, you might want to look at your scores in the five sections of the survey – Program Values, Prewriting Activities, Drafting Activities, Revising and Editing Activities, and Sharing Activities. Do your scores in one or more sections seem noticeably higher or lower than scores in other sections?

In reviewing your scores in the five sections, don't overlook the fact that some of the strategies have benefits in several aspects of the writing process – not only the one in which it is categorized in the survey. A good example is item 15 (*Encourage students to read their work out loud – to themselves and others – as part of the writing process*) which is a strategy appropriate for drafting, revising and editing, as well as sharing. This is a critical strategy for young writers because it focuses attention on the overall quality of the written message rather than on the individual words. Its use is also beneficial in several stages of the writing process.

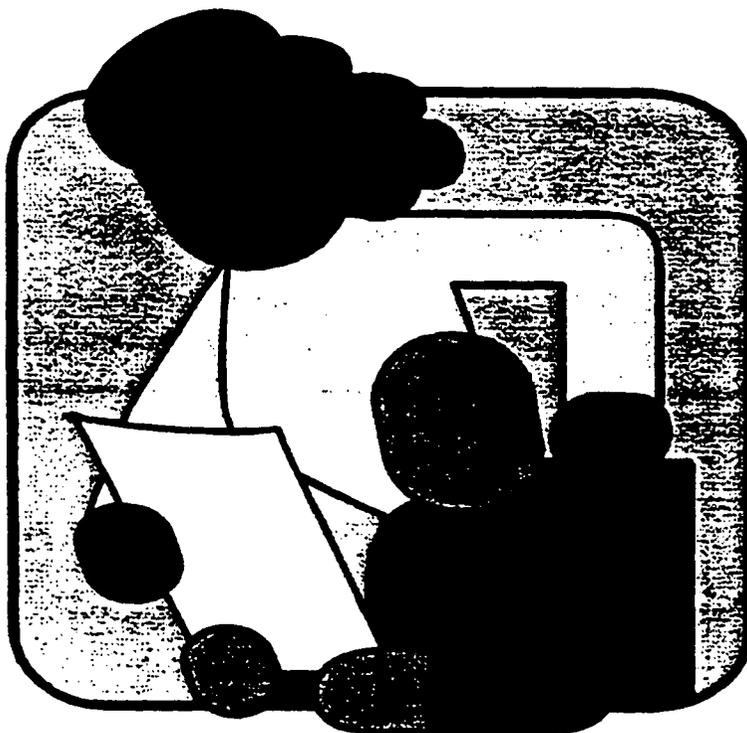
One way to use this survey is to consider carefully your scores on items 3, 9, 14, and 15 – the Critical Four strategies. I have identified these as the Critical Four strategies because high scores in these areas ensure that your writing program is headed in the right direction. It means that students are writing often, you are focusing your writing instruction, and you are showing students ways to be effective resources to themselves and others.

Making changes in any of these areas takes thought and effort, so avoid the temptation to change too many things at once. After reviewing your survey, choose two of the strategies that you feel would have the greatest impact on improving your students' writing and work on improving those. They may be two of the Critical Four or others that you think will benefit your students.

You may want to read more about the 18 strategies before you decide where to begin. Chapters 2-6 of this book focus on the strategies from the survey and Action Steps for each one. The remainder of the book looks at ways to use the Critical Four strategies to create an effective writing program for your young writers and provides some suggestions for communicating about your program to parents.

MATH SEVENTH GRADE

Saxon Math
Saxon Math Assessment
Pacing Whole Group Instruction
Saxon Grade Level Curriculum



SAXON MATH

Saxon Math grew out of a decade of intense classroom interaction with students in which the goal was for students to learn and remember the foundational skills of mathematics. The term “foundational” is appropriate because mathematics, perhaps more than any other subject, is a cognitive structure that builds upon prior learning. The ultimate height and stability of the mathematical structure within each individual are determined by the strength of the foundation. The text, as well as each book that precedes or follows, provides the student with the time and opportunities necessary to build a rock-solid foundation in beginning mathematics. For this to occur it is essential that all practice problems and all problem sets be completed by the students.

THE SAXON PEDAGOGY

Incremental development, continual review, and frequent, cumulative testing. There are three pillars of Saxon Mathematics.

- Incremental development means that concepts are taught in small, easily understood pieces that are presented in individual lessons over the course of the academic year.
- Once an increment has been taught, it is reviewed daily through worksheets and homework sets—a process called continual review. As concepts grow in complexity, earlier increments are included. Thus, all concepts and skills can be practiced on a daily basis without the homework sets becoming large and unwieldy. Over time, incremental development and continual review foster assimilation, mastery, and complete understanding of concepts and skills.
- Frequent, cumulative testing allows students to prove their mastery of skills before new concepts are introduced. Assessments encompass all concepts and skills that students have practiced.

SUCCESS WITH SAXON MATHEMATICS

There is considerable evidence from the educational community to suggest why Saxon’s pedagogy of incremental development, continual review, and frequent, cumulative testing should be successful. What follows—support ranging from experimental studies to anecdotal evidence—suggests that this pedagogy is in fact successful.

Studies indicate that Saxon’s Mathematics texts:

- can increase student test scores (Reed 1983; McBee 1984; Sistrunk and Benton 1992); Calvery, Bell, and Wheeler 1993; Rentschler 1994; Mayers 1995; Sanders 1997);
- can benefit students of low and average ability (Klinge and Reed 1984; Johnson and Smith 1987; Calvery, Bell, and Wheeler 1993);
- can lower math anxiety in students (Lafferty 1994);
- may help minority students narrow the math achievement gap (Sistrunk and Benton 1992); and
- are preferred (over traditional texts) by students and faculty (Johnson and Smith 1987 and Nguyen 1994a).

One of the most comprehensive studies of the effectiveness of Saxon textbooks was conducted between 1992 and 1994 by the Planning, Research, and Evaluation Department of the Oklahoma City public school system (Ngyuen 1994b). The study encompassed K-5 students in over three hundred classrooms using non-Saxon programs. Analysis of the 1994 ITBS scores for the Saxon students and a comparison group of the non-Saxon students revealed that:

Overall, the Saxon group scored higher than the comparison group of students in all comparisons. Five of these comparisons were statistically significant ($p < .01$): complete composite, total math, math concepts, problem solving, and reading comprehension. The other four comparisons also favored the Saxon group; however, the differences were not statistically significant: math computation, science, social studies, and total language.

Comments from teachers and administrators:

- *"The first four years (using Saxon) my class had the highest scoring on the state ISTEP test in Muncie, which has twelve elementary schools. Last year we were number one in problem solving in the city."* Mel Botkin, Retired Teacher, Muncie, IN
- *"Students are taking more math classes than ever before in the history of the school. In 1989 (before Saxon), we had about 30% of the student body in the math program. Today, almost the entire student body is involved."* Larry Cone, Teacher, Muskegon, MI
- *"I see improvement in retention of skills using Saxon at all levels. Often young people come into eighth grade believing they 'can't do math' and change their minds (after using) Saxon."* Cylinda Rucker, Teacher, Eagleville, MO
- *"Probably the most exciting thing about using Saxon this year was seeing students develop their ability to apply what they had already learned to new topics. Another tremendous benefit was no longer seeing the blank looks regarding topics covered earlier in the year."* Elizabeth A. Moody, Teacher, Hudson, NH
- *"All seventh-graders were tested before studying Saxon and scored in the range from 8th percentile to 97 percentile. Class average was 44th percentile. After one year of instruction using Saxon Algebra 1/2, the median score for the same students was 97th percentile."* Frederick H. Maas, Teacher, Santa Fe, NM
- *"Our math scores have dramatically improved. All of my teachers love the Saxon materials."* Mike Hanke, Principal, Green Bay, WI
- *"The special education students are catching up. Many no longer qualify for special education after two years of Saxon."* Marvin Miles, Teacher, Blackfoot, ID

Conclusion

The Saxon pedagogy has its roots in the classroom. It is a method that was developed specifically to improve long-term retention of concepts and skills. For twenty years, and with increasing refinement, the Saxon pedagogy has been applied to a range of subjects and grade levels. Because of its effectiveness and ease of use, tens of thousands of teachers across the United States and abroad have embraced the Saxon methodology, and millions of students have benefited from mathematics instruction based on incremental development, continual review, and cumulative testing.

SAXON MATH ASSESSMENT

GENERAL ASSESSMENT

An available test booklet contains two forms of tests for every five lessons. The second test form may be used for make-up testing. Tests should be given about five lessons after the last concept has been taught. Thus Test 1, which covers topics from Lesson 1 through Lesson 5, should be given after Lesson 10. Test 2 should be given after Lesson 15, Test 3 after Lesson 20, and so on. This allows the students time to learn the new topic before being tested on it. Students will make excellent progress if they are able to score 80% or better on the tests. Students who fall below the 80% level should be given remedial attention immediately. Some teachers choose to test every ten lessons using only the even-numbered or odd-numbered tests. This is an acceptable alternative to testing every five lessons.

Stephen Hake
Temple City, California

John Saxon
Norman, Oklahoma

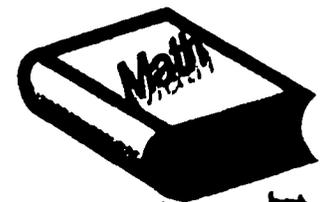
PACING WHOLE-GROUP INSTRUCTION

When teaching the Saxon program through whole-group instruction, pacing is key. It is important that each student have the opportunity to complete the entire textbook during the school year. The chart below offers guidance about the number of lessons that should be completed during each grading period.

| SAXON PUBLISHING | | | SCHOOLS USING QUARTER/SEMESTER SYSTEM | | | |
|------------------|---|-------------------|---------------------------------------|---------------------|---------------------|---------------------|
| Edition | Title | Total No. Lessons | 1st Quarter Lessons | 2nd Quarter Lessons | 3rd Quarter Lessons | 4th Quarter Lessons |
| 2nd | <i>Math 54</i> Lessons and Problem Sets | 141 | 1-35 | 36-70 | 71-105 | 106-141 |
| 2nd | <i>Math 54</i> Tests | 28 | 1-6 | 7-13 | 14-20 | 21-28 |
| 2nd | <i>Math 65</i> Lessons and Problem Sets | 140 | 1-35 | 36-70 | 71-105 | 106-140 |
| 2nd | <i>Math 65</i> Tests | 28 | 1-6 | 7-13 | 14-20 | 21-28 |
| 2nd | <i>Math 76</i> Lessons and Problem Sets | 138 | 1-35 | 36-70 | 71-105 | 106-138 |
| 2nd | <i>Math 76</i> Investigations | 8 | 1 | — | 2-3 | 4-6 |
| 2nd | <i>Math 76</i> Tests | 28 | 1-6 | 7-13 | 14-20 | 21-28 |
| 2nd | <i>Math 87</i> Lesson and Problem Sets | 120 | 1-30 | 31-60 | 61-90 | 91-120 |
| 2nd | <i>Math 87</i> Investigations | 12 | 1-3 | 4-6 | 7-9 | 10-12 |
| 2nd | <i>Math 87</i> Tests | 24 | 1-5 | 6-11 | 12-17 | 18-Final |
| 2nd | <i>Algebra 1/2</i> Lessons and Problem Sets | 123 | 1-31 | 32-62 | 63-93 | 94-123 |
| 2nd | <i>Algebra 1/2</i> Extra Topics * | 10 | — | — | — | A-J |
| 2nd | <i>Algebra 1/2</i> Tests | 31 | 1-6 | 7-14 | 15-22 | 23-31 |

For example, at the end of the second quarter *Math 65* students should have completed Lesson 70 and Test 13.

* These topics are discretionary enrichment units. The ones that are used should be taught in the final term of the academic year so that students will have the information fresh in their minds during standardized tests.



| I. PATTERNS, RELATIONSHIPS, AND FUNCTIONS | |
|---|---|
| Content Standard 1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships and construct representations of mathematical relationships. (Patterns) | |
| Objective | Pg.#'s Methodology |
| 1. Describe, analyze, and generalize patterns arising in a variety of contexts and express them in general terms. | 43-44, 47-49, 58-60, 67-68, 111-113, 120-121, 134-135, 138-141, 221-222, 251, 303, 304, 320, 377-379, 427, 430-432, 599-600, 617, 622, 636 |
| 2. Represent and record patterns and relationships in a variety of ways, including tables, charts, and graphs, and translate between various representations. | 44, 58-60, 67-68, 73, 85-86, 138-139, 197-198, 221-222, 251, 320, 377-379, 430-432, 532-533, 599-600 |
| 3. Use patterns and their generalizations to make and justify inferences and predictions. | 43-44, 47-49, 58-60, 67-68, 111-113, 120-121, 134-135, 138-141, 221-222, 21, 303, 304, 320, 377-379, 427, 430-432, 532-533, 599-600, 617, 622, 636 |
| 4. Explore and describe visual and numeric patterns, including linear expressions, near-linear patterns, and symmetric and spatial patterns. | 10-12, 74-75, 86-87, 100, 155, 158-159, 221-222, 251, 303-304, 319-320, 327-328, 427, 430-432, 472, 513-515, 532-533, 583-584, 651-653, 672-673 |
| 5. Use patterns and generalizations to solve problems and explore new content. | 10-12, 74-75, 86-87, 100, 155, 158-159, 221-222, 251, 303-304, 319-320, 327-328, 427, 430-432, 472, 513-515, 532-533, 583-584, 599-600, 636, 651-653, 672-673 |
| Content Standard 2: Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change) | |
| Objective | Lessons/Methodology |
| 1. Identify and describe the nature of change; recognize change in more abstract and complex situations and explore different kinds of change and patterns of variation. | 40, 58-60, 67-69, 83-85, 100-103, 106-107, 164-165, 172-173, 349-351, 354-355, 364, 394-395, 406-407, 448-449, 457-458, 460-461, 552-553, 576-577, 615, 665-668 |
| 2. Connect an initial state to a final state and generalize a rule that describes a pattern of change. | 40, 58-60, 67-69, 83-85, 100-103, 106-107, 164-165, 172-173, 349-351, 354-355, 364, 394-395, 406-407, 448-449, 457-458, 460-461, 552-553, 576-577, 615, 665-668 |
| 3. Begin to investigate applications in bivariate data and linear relationships and explore questions of what will happen to one quantity if another variable is changed. | 13-14, 153-155, 188-189, 339, 381-385, 418, 433-435, 464, 472-474, 494-495, 505, 507, 509-510, 515-516, 599-600, 604-605, 609-611, 638-639, 654-655, 672-673, 683 |

| | |
|--|---|
| 4. Represent variability or change by ordered pairs, tables, graphs, and equations. | 44, 73, 85-86, 138-141, 197-198, 339-340, 505-507, 515-516 |
| 5. Differentiate between functions and relationships such as linear vs. not linear or continuous vs. non-continuous. | 303-305, 319-320, 327-330, 339-340, 358-360, 423-424, 438-440, 505-507, 598-600, 614-616, 624-625, 654-656, 676-677 |
| 6. Continue to explore relationships arising from interesting contexts and use variables and relationships to solve mathematical problems. | 13-14, 44, 73, 85-86, 153-155, 303-305, 339-340, 381-385, 418, 423-424, 464, 472, 474, 494-495, 505-507, 509-510, 515-516, 598-600, 609-611, 638-639, 672-673, 676-677, 680-682 |

II. GEOMETRY AND MEASUREMENT

Content Standard 1: Students develop spatial sense, use shapes as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)

| Objective | Lessons/Methodology |
|--|---|
| 1. Distinguish among shapes and differentiate between examples and non-examples of shapes based on their properties; generalize about shapes of graphs and data distributions. | 44, 73, 85-86, 138-139, 197-198, 303-304, 319, 327-329, 339-340, 377, 382, 418-419, 427, 430-432, 464, 513-515, 583-584, 676-677 |
| 2. Generalize the characteristics about shapes and apply those generalizations to classes of shapes. | 188, 303-304, 319-320, 327-329, 377-378, 382, 423-424, 427, 430-432, 464, 513-515, 520, 526-528, 532-533, 583-584, 676-677 |
| 3. Derive generalizations about shapes and apply those generalizations to develop classifications of familiar shapes. | 44, 73, 85-86, 138-139, 197-198, 303-304, 319, 327-329, 339-340, 377, 382, 418-419, 427, 430-432, 464, 513-515, 526-528, 532-533, 583-584, 599-600, 651-653, 676-677 |
| 4. Construct familiar shapes using coordinates, appropriate tools (including technology), sketching and drawing two- and three dimensional shapes. | 188, 303-304, 319-320, 327-329, 377-378, 382, 423-424, 427, 430-432, 464, 513-515, 520, 526-528, 532-533, 583-584, 676-677 |
| 5. Combine, dissect, and transform shapes. | 188, 303-304, 319-320, 327-328, 377, 427, 430-432, 504-505, 520, 526-527, 532-533, 583-584, 676-677 |
| 6. Generalize about the common properties of similar, congruent, parallel and perpendicular shapes and verify their generalizations informally. | 44, 73, 85-86, 138-139, 197-198, 303-304, 319, 327-329, 339-340, 358-360, 377, 382, 418-419, 427, 430-432, 464, 504-505, 513-515, 520, 526-528, 532-533, 583-584, 599, 600, 651-653, 676-677 |
| 7. Use shape, shape properties and shape relationships to describe the physical world and to solve problems. | 44, 73, 85-86, 138-139, 188, 197-198, 303-304, 319-320, 327-329, 339-340, 358-360, 382, 418-419, 427, 430-432, 464, 504-505, 513-515, 520, 526-528, 532-533, 583-584, 599, 600, 651-653, 665-667, 676-677 |

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Content Standard 2: Students identify locations of objects, identify location relative to other objects, & describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)

| Objective | Lessons/Methodology |
|--|--|
| 1. Locate and describe objects in terms of their position, including compass directions, Cartesian coordinates, latitude and longitude and midpoints. | 339-340, 504-506 |
| 2. Locate and describe objects in terms of their orientation and relative position, including coincident, collinear, parallel, perpendicular; differentiate between fixed (e.g., N-S-E-W) and relative (e.g. right-left) orientations; recognize and describe examples of bilateral and rotational symmetry. | 327, 339-340, 504, 520-521, 532-533, 665-667 |
| 3. Describe translations, reflections, rotations, and dilations, using the language of transformations and employ transformations to verify congruence of figures. | 520-521, 522, 526-527 |
| 4. Locate the position of points or objects described by two or more conditions; locate all the points (locus) that satisfy a given condition. | 339-340, 358-360, 361 |
| 5. Use concepts of position, direction, and orientation to describe the physical world and to solve problems. | not addressed in Math 76 |

Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)

| Objective | Lessons/Methodology |
|---|--|
| 1. Select and use appropriate tools; measure objects using standard units in both the metric and common systems and measure angles in degrees. | 30-32, 35-36, 78-80, 433-435, 487-489, 505-506 |
| 2. Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), time, temperature, perimeter, area, volume, and angle. | 30-32, 35-36, 44-45, 59-60, 78-80, 153-154, 188-189, 373-374, 381-385, 417-419, 433, 435, 472-474, 487-488, 505-506, 509-510, 556-557, 609-611, 638-639, 647-648, 658, 672, 673, 683 |
| 3. Estimate measures with a specified degree of accuracy and decide if an estimate or a measurement is a "close enough." | 604-605 |
| 4. Interpret measurements and recognize that two objects may have the same measurement on one attribute (e.g., area) but not necessarily on another (e.g., perimeter) | 30-32, 35-36, 44-45, 59-60, 78-80, 153-154, 188-189, 373-374, 381-385, 417-419, 433, 435, 472-474, 487-488, 505-506, 509-510, 556-557, 604-605, 609-611, 638-639, 647-648, 658, 672-673, 683 |

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|---|--|
| 5. Use proportional reasoning and indirect measurements to draw inferences. | 30-32, 373-374, 482-483, 494-495, 566-567, 604-605 |
| 6. Apply measurement to describe the real world and to solve problems. | 30-32, 35-36, 44-45, 59-60, 78-80, 153-154, 188-189, 373-374, 381-385, 417-419, 433, 435, 472-474, 482-483, 487-488, 494-495, 505-506, 509-510, 556-557, 604-605, 609-611, 638-639, 647-648, 658, 672-673, 683 |

III. DATA ANALYSIS AND STATISTICS

Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization, Presentation of Data)

| <i>Objective</i> | <i>Lessons/Methodology</i> |
|---|--|
| 1. Collect and explore data through observation, measurement, surveys, sampling techniques and simulations. | 138-141, 398-399, 438-440, 499-501, 547-548 |
| 2. Organize data using tables, charts, graphs, spreadsheets, and data banks. | 44, 73, 85-86, 138-141, 197-198, 339-340 |
| 3. Present data using a variety of appropriate representations and explain why representation is preferred over another or how a particular representation may bias the presentation. | 44, 73, 85-86, 138-141, 197-198, 339-340, 398-399, 438-440, 499-501, 547-548 |
| 4. Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize, and present those data. | 44, 73, 85-86, 138-141, 197-198, 339-340, 398-399, 438-440, 499-501, 547-548 |

Content Standard 2: Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. (Description and Interpretation)

| <i>Objective</i> | <i>Lessons/Methodology</i> |
|---|---|
| 1. Critically read data from tables, charts or graphs, and explain the source of the data and what the data represent. | 44, 73, 85-86, 138-141, 197-198, 339-340 |
| 2. Describe the shape of a data distribution and identify the center, the spread, and what the data represent. | 44, 73, 85-86, 138-141, 197-198, 339-340, 552-553 |
| 3. Draw, explain, and justify conclusions based on data. | 44, 73, 85-86, 138-141, 197-198, 339-340, 552-553 |
| 4. Critically question about the sources of data; the techniques used to collect, organize, and present data; the inferences drawn from the data; and the possible sources of bias in the data or their presentation. | 44, 73, 85-86, 138-141, 197-198, 339-340, 552-553 |
| 5. Formulate questions and problems and gather and interpret data to answer those questions. | 44, 73, 85-86, 138-141, 197-198, 339-340, 552-553 |

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| Content Standard 3: Students draw defensible inferences about unknown outcomes, make prediction: and identify the degree of confidence they have in their predictions. (Inference and Prediction) | |
|---|--|
| Objective | Lessons/Methodology |
| 1. Make and test hypothesis. | |
| 2. Design experiments to model and solve problems using sampling, simulations and controlled investigations. | 44, 58-60, 67-69, 73, 83-86, 106-107, 138-141, 159-161, 197-198, 339-340, 358-361, 398-399, 439, 482-483, 492-495, 532-533, 552-553, 575-576, 580-582, 599-600, 627-628, 642-643, 654-656 |
| 3. Formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others. | 44, 58-60, 67-69, 73, 83-86, 106-107, 138-141, 159-161, 197-198, 339-340, 358-361, 398-399, 439, 482-483, 492-495, 532-533, 552-553, 575-576, 580-582, 599-600, 627-628, 642-643, 654-656 |
| 4. Make predictions and decisions based on data, including interpolations and extrapolations. | 44, 58-60, 67-69, 73, 83-86, 106-107, 138-141, 159-161, 197-198, 339-340, 358-361, 398-399, 439, 482-483, 492-495, 532-533, 552-553, 575-576, 580-582, 599-600, 627-628, 642-643, 654-656 |
| 5. Employ investigations, mathematical models and simulations to make inferences and predictions to answer questions and solve problems. | 44, 58-60, 67-69, 73, 83-86, 106-107, 138-141, 159-161, 197-198, 339-340, 358-361, 398-399, 439, 482-483, 492-495, 532-533, 552-553, 575-576, 580-582, 599-600, 627-628, 642-643, 654-656 |
| IV. NUMBER SENSE AND NUMERATION | |
| Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers) | |
| Objective | Lessons/Methodology |
| 1. Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimals form. | 26-28, 63-64, 77-78, 149-150, 168-169, 172-173, 201-203, 213-221-222, 241-242, 278-179, 354-355, 422, 445, 448-449, 457-458, 468-469, 588-590, 660-661 |
| 2. Extend their understanding of numeration systems to include decimal numeration and non-decimal numeration systems. | 100, 149-150, 158-159, 168-169, 173-174, 183-184, 187-188, 191-193, 212-213, 217-218, 221, 223, 226-227, 235-237, 241-242, 247-248, 251, 254-255, 433-445, 468-469, 505, 614-617 |
| 3. Develop an understanding of the properties of the properties of the integer and rational number systems (e.g., order, density) and of the properties of the special numbers 0, 1 and | 100, 149-150, 158-159, 168-169, 173-174, 183-184, 187-188, 191-193, 212-213, 217, 218, 221, 223, 226-227, 235-237, 241-242, 247-248, 251, 254-255, 339-340, 358-361, 433-435, 438-440, 443-445, 468, 469, 472-474, 505, 515-516, 614-617 |

| | |
|---|--|
| 4. Apply their understanding of number systems to model and solve mathematical and applied problems. | 35-36, 100, 149-150, 158-159, 168-169, 173-174, 183-184, 187-188, 191-193, 212-213, 217, 218, 221, 223, 226-227, 235-237, 241-242, 247-248, 251, 254-255, 339-340, 358-361, 433-435, 438-440, 443-445, 468, 469, 472-474, 505, 515-516, 614-617, 642, 643, 654-656 |
| Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers) | |
| Objective | Lessons/Methodology |
| 1. Give geometric representations of fractions, prime and composite numbers, triangular and square numbers, and other number concepts; represent rational numbers and integers on the number line. | 63-64, 77-78, 100-103, 111-113, 120-121, 134-135, 153-154, 241-242, 294-295, 308, 389-391, 422, 672-673 |
| 2. Recognize equivalent representations of a number, especially fractions, decimals and percents, and translate freely among representations. | 164-165, 172-174, 206-208, 350-351, 354-355, 364-365, 406-407, 448-449, 457-458, 468-469, 576-577, 618-620 |
| 3. Distinguish between numbers that are used for counting, numbers that are used for ordering, numbers that are used for measuring, and numbers that are used for naming. | 30, 35-36, 39, 153-155, 188-189, 294-295, 308, 373, 381-385, 417-419, 422, 433-435, 487-488, 505-506, 509-510, 566-567, 604-605, 628, 638-639, 672-673 |
| 4. Develop and refine strategies for estimating quantities, including fractional quantities, and evaluate the reasonableness and appropriateness of their estimates. | 72-73, 83-85, 212-213, 247-248, 255, 453-454, 604-605, 627-628 |
| 5. Select appropriate representations for numbers, including integers and rational numbers, in order to simplify and solve problems. | 30, 35-36, 39, 153-155, 164-165, 172-174, 188-189, 206-208, 294-295, 308, 350-351, 354-355, 364-365, 373, 381-385, 406-407, 417, 419, 422, 433-435, 448-449, 457-458, 468-469, 487-488, 505-506, 509-510, 566-567, 604-605, 618-620, 628, 638-639, 672-673 |
| Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors, and multiples, and represent and compare very large and very small numbers. (Number Relationships) | |
| Objective | Lessons/Methodology |
| 1. Compare and order integers and rational numbers using relations of equality and inequality. | 40, 63-64, 100-103, 164-165, 213-214, 278-279, 350-351, 354-355, 364-365, 394-396, 406-407, 422, 448-450, 468-469, 571-573, 576-577 |
| 2. Express numerical comparisons as ratios and rates. | 398-399, 494-495, 499-501, 547-548 |

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|---|---|
| 3. Distinguish between prime and composite numbers; identify factors and multiples, common factors and multiples, and relatively prime numbers; and apply divisibility tests to numbers. | 89-98, 96-97, 144-145, 148-149, 295, 308-311 |
| 4. Explain the meaning of powers and roots of numbers and use calculators to compute powers and square roots. | 226-227, 251, 349-350, 423-424, 598-599 |
| 4. Apply their understanding of number relationships in solving problems. | 40, 63-64, 89-92, 96-97, 100-103, 144-145, 148-149, 164-165, 213-214, 278-279, 350-351, 354-355, 364-365, 394-396, 398-399, 406-407, 422, 448-450, 468, 469, 494-495, 499-501, 547-547, 571-573, 576-577, 604-606, 624-626, 654-656, 672-674, 676-677 |
| V. NUMERICAL AND ALGEBRAIC OPERATIONS AND ANALYTICAL THINKING | |
| Content Standard 1: Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties) | |
| Objective | Lessons/Methodology |
| 1. Use manipulatives and diagrams to model operations and their inverses with integers and rational numbers and relate the models to their symbolic expressions. | 63-64, 77-78, 100-103, 120-121, 134-135, 149-150, 422, 588-590, 660-661 |
| 2. Compute with integers, rational numbers, and simple algebraic expressions using mental computation, estimation, calculators, and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation. | 63-64, 77-78, 100-103, 115-117, 142-144, 178-179, 242-244, 259-261, 274-275, 285, 286, 345, 368-369, 422, 588-590, 593-595, 615, 627-628, 660-661 |
| 3. Describe the properties of operations with rationals and integers (e.g., closure; associative, commutative and distributive properties) and give examples of how they use those properties. | 222-223 |
| 4. Efficiently and accurately apply operations with integers, rational numbers and simple algebraic expressions in solving problems. | 63-64, 77-78, 100-103, 115-117, 120-121, 134-135, 142-144, 178-179, 242-244, 259-261, 274-275, 285, 286, 345, 368-369, 422, 445, 588-590, 593-595, 615, 627-628, 660-661 |
| Content Standard 2: Students analyze problems to determine an appropriate process for solution and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking) | |
| Objective | Lessons/Methodology |
| 1. Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities. | 153-154, 158-159, 188-189, 349-350, 381-385, 398-399, 417-419, 433-435, 438-440, 443-444, 472-474, 492-495, 499-501, 505, 509-510, 515-516, 552-553, 598-600, 604-605, 614-615, 628, 633, 654-656, 660-661 |

| | |
|--|---|
| <p>2. Represent algebraic concepts with geometric models (e.g., algebra tiles), physical models (e.g., balance beam), tables and graphs; and write algebraic expressions to correspond to the multiple representations.</p> | <p>44, 73, 85-86, 138-139, 153-154, 158-159, 188-189, 197-198 349-350, 381-385, 398-399, 417-419, 433-435, 438-440, 443-444, 472-474, 492-495, 499-501, 505, 509-510, 515-516, 552-553, 598-600, 604-605, 614-615, 628, 633, 654-656, 660-661</p> |
| <p>3. Solve linear equalities and inequalities using algebraic and geometric methods, and use the context of the problem to interpret and explain their solutions.</p> | <p>44, 73, 85-86, 138-139, 153-154, 158-159, 188-189, 197-198 349-350, 381-385, 398-399, 417-419, 433-435, 438-440, 443-444, 472-474, 492-495, 499-501, 505, 509-510, 515-516, 552-553, 598-600, 604-605, 614-615, 628, 633, 654-656, 660-661</p> |
| <p>4. Analyze problems modeled by linear functions, determine strategies for solving the problems and evaluate the adequacy of the solutions in the context of the problems.</p> | <p>44, 73, 85-86, 138-139, 153-154, 158-159, 188-189, 197-198 349-350, 381-385, 398-399, 417-419, 433-435, 438-440, 443-444, 472-474, 492-495, 499-501, 505, 509-510, 515-516, 552-553, 598-600, 604-605, 614-615, 628, 633, 654-656, 660-661</p> |
| <p>5. Explore problems that reflect the contemporary uses of mathematics in significant contexts and use the power of technology and algebraic and analytic reasoning to experience the ways mathematics is used in society.</p> | <p>44, 73, 85-86, 138-139, 153-154, 158-159, 188-189, 197-198 349-350, 381-385, 398-399, 417-419, 433-435, 438-440, 443-444, 472-474, 492-495, 499-501, 505, 509-510, 515-516, 552-553, 598-600, 604-605, 614-615, 628, 633, 654-656, 660-661</p> |

VI. PROBABILITY AND DISCRETE MATHEMATICS

Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations.
(Probability)

| Objective | Lessons/Methodology |
|--|---|
| <p>1. Describe events as likely or unlikely and give qualitative and quantitative descriptions of the degree of likelihood.</p> | <p>438-440, 499-501, 642-643, 654-655</p> |
| <p>2. Describe probability as a measure of certainty ranging from 0 to 1 and conduct activities that allow them to express probabilities of simple events in mathematical terms.</p> | <p>438-440, 499-501, 642-643, 654-655</p> |
| <p>3. Conduct experiments and give examples to illustrate the difference between dependent and independent events.</p> | <p>438-440, 499-501, 642-643, 654-655</p> |

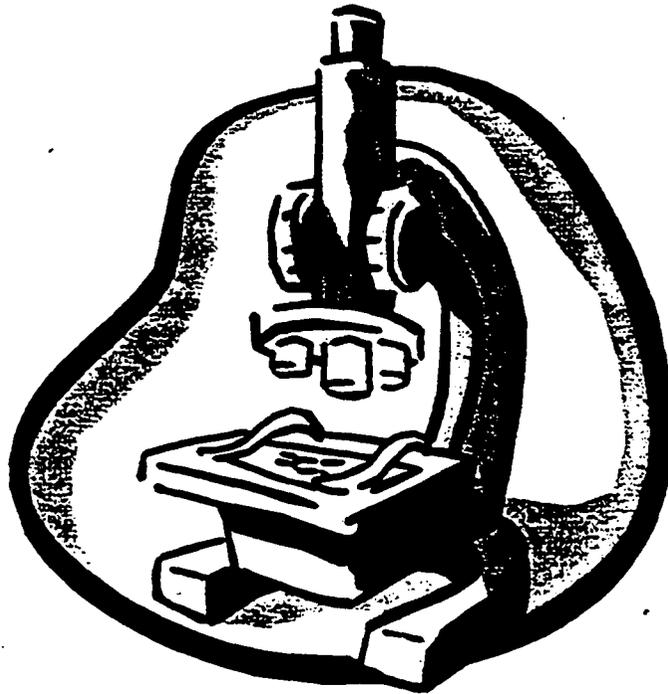
Saxon Mathematics Curriculum
Grade: 7

1256

| | |
|---|---|
| 4. Explain the difference between probabilities determined from experiments or chance events (empirical) and probabilities derived mathematically (theoretical), and explain how the empirical probability changes for a large number of trials. | 438-440, 499-501, 642-643, 654-6 |
| 5. Conduct probability experiments and simulations to model and solve problems. | 438-440, 499-501, 642-643, 654-655 |
| Content Standard 2: Students investigate practical solutions such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design. (Discrete Mathematics) | |
| Objective | Lessons/Methodology |
| 1. Use manipulatives and diagrams and the fundamental theorem of counting to count permutations and combinations. | 43, 83, 111-113, 120-122, 438-440, 482-483, 547-548, 598-600, 614-615 |
| 2. Use sets and set relationships to explore and solve simple algebraic and geometric problems. | 338-340, 358-359, 360-361, 598-600, 614-615 |
| 3. Solve problems involving networks, for example planning delivery routes or counting paths between points. | 358-359, 651-653 |
| 4. Explore recurrence relations and iterations. | 138-141, 438-440, 492-494, 499-501, 599-600, 642-643, 654-6 |
| 5. Continue to use manipulatives and drawings to model the concepts and procedures for the standard arithmetic algorithms, and develop and analyze their own and other students' algorithms to accomplish a task or solve a mathematical problem. | 43, 83, 111-113, 120-121, 138-141, 338-340, 358-359, 360-361, 438-440, 482-483, 492, 494, 499-501, 547-548, 599-600, 614-615, 642-643, 651-653, 654-656 |
| 6. Use discrete mathematics concepts described above to model situations and solve problems; and look for whether or not there is a solution (existence problems), determine how many solutions there are (counting problems), and decide upon a best solution (optimization problems). | 43, 83, 111-113, 120-121, 138-141, 338-340, 358-359, 360-361, 438-440, 482-483, 492, 494, 499-501, 547-548, 588-590, 598-600, 614-615, 642-643, 651-653, 654-656, 660-661 |

**SCIENCE
SEVENTH GRADE**

**NHA Science Philosophy
Content Standards and Objectives
Science Objective Summaries/Links
Grade Level Schedule
The Teaching of Origins**



NHA SCIENCE PHILOSOPHY

National Heritage Academies believes in excellence in science education. Our curriculum is based on:

NHAGOSE Standards (National Heritage Goals and Objectives for Science Education)

Nhagose standards are the state requirements of what all students need to know and be able to do in the subject of Science. A state standardized assessment tool is used to provide feedback on how well the objectives have been covered. Our curriculum has been carefully aligned so as to cover these objectives and skills consistently throughout all grades.

Core Knowledge (content objectives)

The Core Knowledge Sequence represents a first and ongoing attempt to state specific core knowledge that children should learn. It is designed to encourage steady academic progress as children build their knowledge from one year to the next. Core Knowledge objectives cover much of the same information as the state standards, thus, they are not listed twice. For those objectives/units that are specific to Core Knowledge, they are labeled as such and should be covered when possible. It is National Heritage Academies' goal for the Core Knowledge to account for approximately 50% of the science curriculum.

NHA teachers play significant role in the creation of our science curriculum. Besides the extensive work of our science specialist, Randy Creswell, many teachers have contributed time and effort into writing units and/or committee work where much of our information such as experiment tables were compiled.

Our teachers plan their lessons using the content objectives and lesson ideas presented in the binder. Principals will provide the materials and resources needed to accompany the plans.

*SCIENTIFICALLY LITERATE STUDENTS KNOW HOW TO... USE KNOWLEDGE...
TO ENGAGE IN ACTIVITIES... IN REAL-WORLD CONTEXTS.*

| I. CONSTRUCT NEW SCIENTIFIC AND PERSONAL KNOWLEDGE | |
|--|----------------------------|
| Content Standard 1: All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge. | |
| Objective | Lessons/Methodology |
| 1. Generate scientific questions about the world based on observation. | C 1 |
| 2. Design and conduct simple investigations. | C 2 |
| 3. Investigate toys / simple appliances and explain how they work, using instructions and appropriate safety precautions. | C 3 |
| 4. Use measurement devices to provide consistency in investigation. | C 4 |
| 5. Use sources of information to help solve problems. | C 5 |
| 6. Write and follow procedures in the form of step-by-step instructions, recipes, formulas, flow diagrams, and sketches. | C 6 |
| II. REFLECT ON THE NATURE, ADEQUACY, AND CONNECTIONS ACROSS SCIENTIFIC KNOWLEDGE | |
| Content Standard 2: All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science. | |
| Objective | Lessons/Methodology |
| 1. Evaluate the strength and weaknesses of claims, arguments, or data. | R 1 |
| 2. Describe limitations in personal knowledge. | R 2 |
| 3. Show how common themes of science, mathematics, and technology apply in real-world contexts. | R 3 |
| 4. Describe the advantages and risks of new technologies. | R 4 |
| 5. Recognize the contributions made in science by cultures and individuals of diverse backgrounds. | R 5 |
| III. USE SCIENTIFIC KNOWLEDGE FROM THE LIFE SCIENCES IN REAL-WORLD CONTEXTS | |
| 1. Content Standard 1: All students will apply an understanding of cells to the functioning of multicellular organisms; and explain how cells grow, develop, and reproduce. | |
| Objective | Lessons/Methodology |
| 1. Describe similarities / differences between single-celled and multicellular organisms. | LC 2 |
| 2. Explain why specialized cells are needed by plants and animals. | LC 3 |
| 3. Explain how cells use food as a source of energy. | LC 4 |

| | |
|--|----------------------------|
| Content Standard 2: All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. | |
| Objective | Lesson/Methodology |
| 1. Compare and classify familiar organisms into major groups on the basis of their structure. | LO 6 |
| 2. Describe the life cycle of a flowering plant. | LO 7 |
| 3. Describe evidence that plants make and store food. | LO 8 |
| 4. Explain how selected systems and processes work together in plants and animals. | LO 9 |
| Content Standard 3: All students will investigate and explain how characteristics of living things are passed on through generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes. | |
| Objectives | Lessons/Methodology |
| 1. Describe how the characteristics of living things are passed down through generations. | LH 2 |
| 2. Describe how heredity and environment may influence / determine characteristics of an organism. | LH 3 |
| Content Standard 4: All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time. | |
| Objective | Lessons/Methodology |
| 1. Describe how biologists might trace possible evolutionary relationships among present and past life. | LE 3 |
| Content Standard 5: All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact. | |
| Objective | Lessons/Methodology |
| 1. Describe common patterns of relationships among populations. | LEC 6 |
| 2. Predict the effects of changes in one population in a food web on other populations. | LEC 7 |
| 3. Describe how all organisms in an ecosystem acquire energy directly or indirectly from sunlight. | LEC 8 |
| 4. Describe the likely succession of a given ecosystem over time. | LEC 9 |
| 5. Identify some common materials that cycle through the environment. | LEC 10 |
| 6. Describe ways in which humans alter the environment. | LEC 11 |
| 7. Explain how humans use and benefit from plant and animal materials. | LEC 12 |

| IV. USE SCIENTIFIC KNOWLEDGE FROM THE PHYSICAL SCIENCES IN REAL-WORLD CONTEXTS | |
|---|----------------------------|
| Content Standard 2: All students will investigate, describe, and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy. | |
| Objective | Lessons/Methodology |
| 1. Describe common physical changes in materials; evaporation, condensation, thermal expansion, and contraction. | PCM 4 |
| 2. Describe common chemical changes in terms of properties of reactants and products. | PCM 5 |
| 3. Distinguish between physical and chemical changes in natural and technological systems. | PCM 6 |
| 4. Describe how waste products accumulating from natural and technological activities create pollution. | PCM 7 |
| 5. Explain physical changes in terms of the arrangement and motion of atoms and molecules. | PCM 8 |
| Content Standard 1: All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. | |
| Objective | Lessons/Methodology |
| 1. Measure physical properties of objects and substances. | PME 8 |
| 2. Describe when length, mass, weight, area, or volume are appropriately to describe the size of an object. | PME 9 |
| 3. Classify objects as elements, compounds, or mixtures. | PME 10 |
| 4. Describe matter as consisting of extremely small particles (atoms) that bond to form molecules. | PME 11 |
| 5. Describe the arrangement and motion of molecules in solids, liquids, and gasses. | PME 12 |
| 6. Describe energy and the many common forms it takes. | PME 13 |
| 7. Describe how common forms of energy can be converted, one to another. | PME 14 |
| 8. Describe electron flow in simple electrical circuits. | PME 15 |
| 9. Use electrical currents to create magnetic fields. | PME 16 |
| Content Standard 3: All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions. | |
| Objective | Lesson/Methodology |
| 1. Qualitatively describe and compare motions in three dimensions. | PMO 4 |
| 2. Relate changes in speed or direction to unbalanced forces in two dimensions. | PMO 5 |
| 3. Describe the forces exerted by magnets, electrically charged objects, and gravity. | PMO 6 |

| | |
|--|------------------------------|
| 4. Design strategies for moving objects by means of the application of forces, including the use of simple machines. | PMO 7 |
| Content Standard 4: All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. | |
| Objective | Lessons/Methodology |
| 1. Explains how sound travels through different media. | PWV 6 |
| 2. Explain how echoes occur and how they are used. | PWV 7 |
| 3. Explain how light helps us to see. | PWV 8 |
| 4. Explain how objects or media reflect, refract, transmit, or absorb light. | PWV 9 |
| 5. Describe the motion of pendulums or vibrating objects. | PWV 10 |
| 6. Explain how waves transmit energy. | PWV 11 |
| V. USING SCIENTIFIC KNOWLEDGE FROM THE EARTH AND SPACE SCIENCES IN REAL-WORLD CONTEXTS | |
| Content Standard 1: All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources. | |
| Objectives | Lessons/Methodologies |
| 1. Describe and identify surface features using maps. | EG 7 |
| 2. Explain how rocks and minerals are formed. | EG 8 |
| 3. Explain how rocks and fossils are used to determine the age and geological history of the earth. | EG 9 |
| 4. Explain how rocks are broken down, how soil is formed, and how surface features change. | EG 10 |
| 5. Explain how technology changes the surface of the earth. | EG 11 |
| Content Standard 2: All students will demonstrate where water is found on the earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. | |
| Objective | Lessons/Methodologies |
| 1. Describe various forms that water takes on the earth's surface and conditions under which they exist. | EH 5 |
| 2. Describe how rainwater in Michigan reaches the oceans. | EH 6 |
| 3. Describe the origins of pollution in the hydrosphere. | EH 7 |
| Standard 3: All students will investigate and describe what makes up weather and how it changes from day to day, from season to season, and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. | |
| Objectives | Lessons/Methodology |
| 1. Describe the composition and characteristics of the atmosphere. | EAW 5 |
| 2. Describe patterns of changing weather and how they are measured. | EAW 6 |
| 3. Explain the water cycle and its relation to weather patterns. | EAW 7 |
| 4. Describe the health effects of polluted air. | EAW 8 |

| Content Standard 4: The Solar System, Galaxy, and Universe. All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe | |
|--|----------------------------|
| Objective | Lessons/Methodology |
| 1. Describe the sun, moon, and earth | ES 1 |
| 2. Describe the motions of the earth and moon around the sun | ES 2 |
| 3. Compare the earth to the other planets in terms of supporting life. | ES 3 |
| 4. Describe, compare, and explain the motions of planets, moons, and comets in the solar system. | ES 4 |
| 5. Describe and explain the common observations of the day and night skies. | ES 5 |
| 6. Explain how the solar system is formed. | ES 6 |

Science Objective Summaries and their Links:

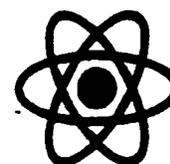
| | | |
|-----|---------------|------------------------|
| EAW | Earth Science | Atmosphere and Weather |
| EG | Earth Science | Geosphere |
| EH | Earth Science | Hydrosphere |
| ES | Earth Science | Space |



| | | |
|-----|--------------|------------------|
| LC | Life Science | Cells |
| LE | Life Science | Evolution |
| LEC | Life Science | Ecosystems |
| LH | Life Science | Heredity |
| LO | Life Science | Living Organisms |



| | | |
|-----|------------------|--------------------------------|
| PCM | Physical Science | Changes in Matter |
| PME | Physical Science | Matter and Energy |
| PMO | Physical Science | Motion of Objects |
| PWV | Physical Science | Waves (Sound, Light, Pendulae) |



RECOMMENDED SCIENCE SCHEDULE GRADE SEVEN

Aug

Aug 27 LEC 6/7 Population relationships

SEP

Sep 4 LEC 6 / LEC 7 Ecosystems-Population relationships
 Sep 10 LEC 7 / LEC 8 Ecosystems-Energy
 Sep 17 LEC 9/ LEC 10 Ecosystems Succesion and cycles; *First Report Due on LEC 11 and EAW 8*
 Sep 24 EG 7 Contour Maps

OCT

Oct 1 EG 8 Rocks and Minerals
 Oct 8 EG 9 Geologic Age
 Oct 15 EG 10 Surface changes
 Oct 22 EH 5 Water on Earth
 Oct 29 EH 6 Water Path

NOV

Nov 5 Science reading and Writing for Content
 Nov 12 EH 6 Water Path
 Nov 19 Holiday Catch-up
 Nov 26 EH 7 Pollution; *Second report due on EG 11*

DEC

Dec 3 PME 13 Energy
 Dec 10 PME 14 Energy
 Dec 17 Science Reading and Writing for Content

JAN

Jan 3 PME 11 Atoms and Molecules
 Jan 7 PME 12 / PCM 4/ PCM 8 Physical Changes
 Jan 14 PME 12 / PCM 4/ PCM 8 Physical Changes
 Jan 21 PME 10/ PCM 5 / PCM 6 Chemical Changes; *Third Report Due on EH 7*
 Jan 28 PME 15 Electricity

Feb

Feb 4 PME 16 Electromagnetism
 Feb 11 Science Reading and Writing for Content; *Electromagnetism Project Due*
 Feb 18 LH 2/ LH 3 Heredity
 Feb 25 LC 2/ LC 3 Levels of Cellular Organization

MAR

Mar 4 LC 4 Energy in Cells
 Mar 11 LO 9 Overview of Body Systems
 Mar 18 LO 6 Classifying Organisms
 Mar 25 *Fourth Report Due on Body Systems*

APRIL

April 8 LO 7 / LO 8 Plants
 April 15 EAW 5 Atmosphere
 April 22 EAW 7 / EH 5 Water Cycle
 April 29 EAW 6 Weather

MAY

| | | |
|--------|-------|------------------------------|
| May 6 | EAW 6 | Weather |
| May 13 | ES 5 | Common Observations |
| May 20 | ES 5 | Common Observations |
| May 28 | ES 4 | Motions of Celestial Objects |

JUNE

| | | |
|--------|------|--|
| June 3 | ES 3 | Planetary Comparisons; <i>Fifth Report Due on ES 6</i> |
|--------|------|--|

This schedule assumes that science is being taught 5 hours per week, an average of 1 week per objective. Six objectives will be met by making reports that will be researched and written independently. One objective will be met by a project built independently:

| | |
|----------------|--|
| Reports: | LEC 11 and EAW 8 Together EG 11 LO 9 EH 7 ES 6 |
| Projects: | PME 16 |
| Process Skills | PME 8 (Integrated with curriculum) PME 9 |

It is recommended that a small test be given weekly (for each objective), a part of which is an explanatory essay with sketches, and another part that is typical multiple choice.

The Teaching of Origins National Heritage Academies

National Heritage Academies recognizes that the teaching of origins is a topic that generates passionate debate because it touches deeply at the core of many people's strongly held beliefs. In no way does NHA seek to undermine the beliefs held by each family unit within our schools. Rather, we support the parents' rights to instruct their children on these topics.

At the same time, National Heritage Academies is required to teach according to state standards. NHA is committed to teaching the state's educational objectives in each state in which we are granted a charter. To that end, NHA has a system of objectives called NHAGOSE Standards (National Heritage Academies Goals of Science Education) that are based on Michigan state standards and have been expanded to include those of other states as well as the Core Knowledge Sequence. These NHAGOSE Standards have been approved state by state with our charters as meeting or exceeding state standards.

In teaching science at the elementary and middle school levels, NHA is committed to four teaching strategies. These are:

1. teaching basic facts;
2. teaching science skills (making graphs and tables, measuring, etc.);
3. teaching science models and their limitations;
4. teaching thinking skills to combine all the above into a coherent view of the universe.

The Core Knowledge Sequence focuses on points one and two above. Different state standards are blends of the four areas. Our NHAGOSE Standards have been written to implement these ideas in a way that covers all domains of science in age-appropriate ways.

Objective Standards

The attached appendices are a complete description of the three objectives related to evolution. The summarized objectives are:

- LE 1 - Explain how fossils provide evidence about the nature of ancient life.
- LE 2 - Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments.
- LE 3 - Describe how biologists might trace possible evolutionary relationships among present and past life forms.

Note: LE 1 and LE 2 are elementary objectives and LE 3 is a middle school objective.

Philosophies, Ideology and Religion

It is required that all National Heritage Academies' schools teach science. The teaching of science necessitates teaching to objectives. In the process of teaching these objectives, we:

- teach basic facts;
- teach science skills (make graphs and tables, measurement...);
- teach science models and their limitations;
- teach thinking skills to combine all the above into a coherent view of the universe.

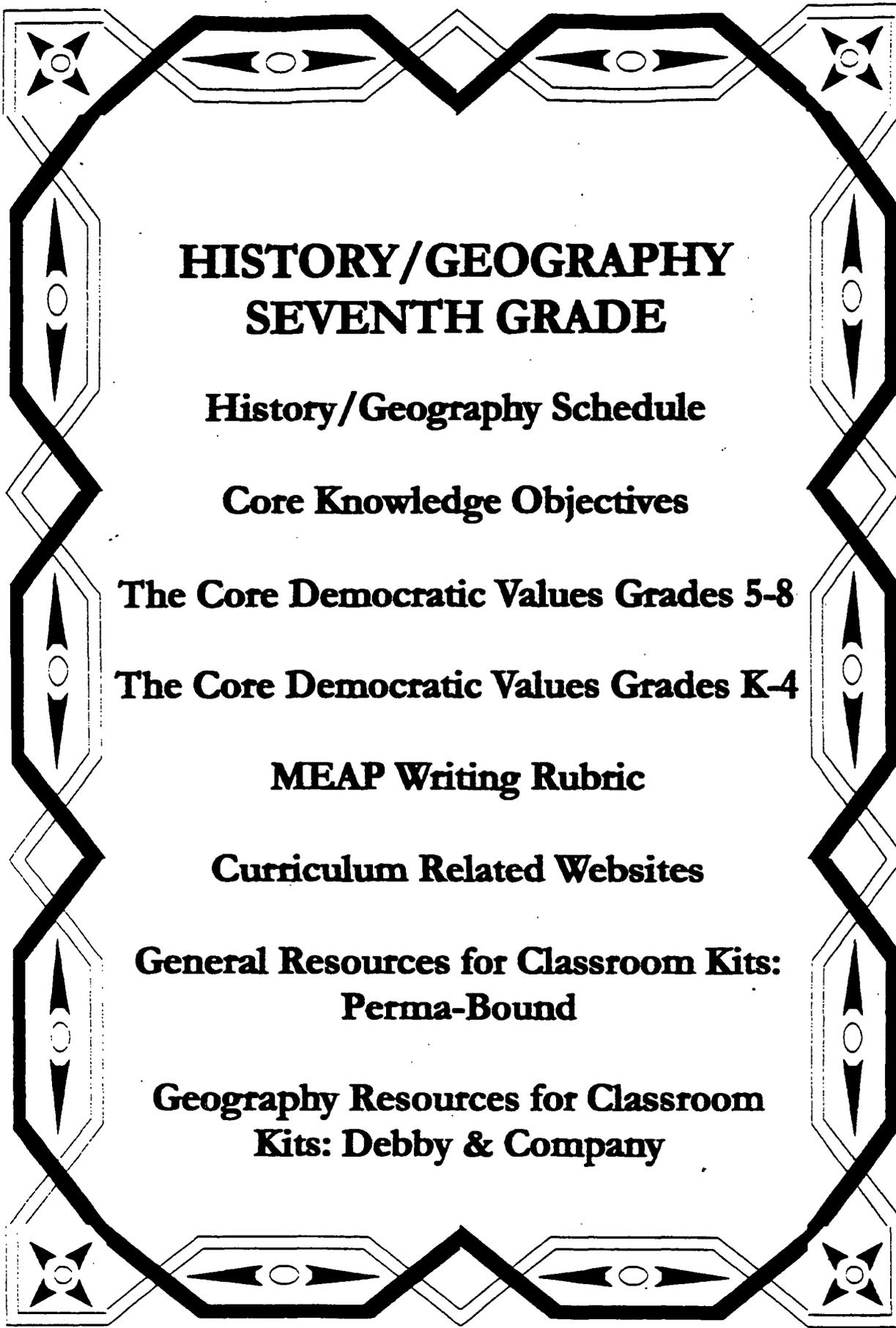
We do not teach any particular philosophy, ideology and/or religion that are not stated in our objectives.

We do not teach ideology or naturalistic religion. To the extent that evolution is concerned with fossils (and deductions from them), adaptations of plants and animals to environments, we teach these as testable, observable domains in which we legitimately practice scientific inquiry. In LE 3 we recognize evolution to be a working tool of the life sciences, which all students, regardless of their belief structures, should understand. Note that this objective does not insist that all biologists are evolutionists, mandate that evolutionary relationships are facts and laws like Newtonian Mechanics, or require that anyone believe the evolutionary relationships. The objective does require that we teach all students to understand how some biologists have reached certain conclusions.

Each of the listed objectives is tied in our curriculum to a related body of knowledge. LE 1 is tied to geology and is integrated with geology units. LE 2 is tied to the study of living organisms, their character and diversity. LE 3 is taught with units on cell biology and heredity. The result is that we are teaching science, of which these objectives are a part.

We do not teach creationism or scientific creationism. We do not have any labeled objectives for creationism. There are matters on which some scientific creationists will focus such as erosion (dealt with in EG 4, EG 10, EH 2 and EH 6) or density (PME 8). These topics are taught, but as issues of science, not as issues of creationism.

In all of our teaching, we are helping students both develop and critique models of the universe, recognizing that models have value in helping us to think, plan, and make conclusions. We also seek to help students recognize that models are simplifications of reality and are thus always subject to the limitations of our finite minds.



HISTORY/GEOGRAPHY SEVENTH GRADE

History/Geography Schedule

Core Knowledge Objectives

The Core Democratic Values Grades 5-8

The Core Democratic Values Grades K-4

MEAP Writing Rubric

Curriculum Related Websites

**General Resources for Classroom Kits:
Perma-Bound**

**Geography Resources for Classroom
Kits: Debby & Company**

**History/Geography - Recommended Schedule
Grade 7**

| <u>Month</u> | <u>Unit</u> |
|-------------------------|---|
| <u>August/September</u> | Geography of the United States |
| Week 1 | |
| Week 2 | |
| Week 3 | America Becomes a World Power |
| Week 4 | |
| <u>October</u> | |
| Week 5 | World War I: "The Great War," 1914-1918 |
| Week 6 | (History; Geography of Western and Central Europe) |
| Week 7 | |
| Week 8 | |
| <u>November</u> | |
| Week 9 | The Russian Revolution (History; Geography) |
| Week 10 | |
| Week 11 | |
| Week 12 | |
| <u>December</u> | |
| Week 13 | America from the Twenties to the New Deal |
| Week 14 | (America in the Twenties) |
| Week 15 | (The Great Depression) |
| <u>January</u> | |
| Week 16 | |
| Week 17 | (Roosevelt and the New Deal) |
| Week 18 | |
| Week 19 | |
| <u>February</u> | |
| Week 20 | World War II (The Rise of Totalitarianism in Europe) |
| Week 21 | |
| Week 22 | |
| Week 23 | (World War II in Europe and at Home, 1939-45) |
| <u>March</u> | |
| Week 24 | |
| Week 25 | |
| Week 26 | (World War II in the Pacific and the End of the War) |
| Week 27 | |
| <u>April</u> | |
| Week 28 | Spring Break |
| Week 29 | |
| Week 30 | |
| Week 31 | Civics |
| <u>May/June</u> | |
| Week 32 | |
| Week 33 | |
| Week 34 | |
| Week 35 | |
| Week 36 | |

History and Geography: Grade 7

I. America Becomes a World Power

- Expansion of the U.S. Navy, Captain Alfred T. Mahan
- U.S. annexation of Hawaii
- The Spanish-American War
 - Cuban War for Independence, José Martí
 - Teddy Roosevelt and the Rough Riders
 - Spain gives the U.S. Guam, Puerto Rico, and the Philippines
- Complications of imperialism: War with the Philippines, Anti-Imperialist League
- Building the Panama Canal: “Roosevelt Corollary” to the Monroe Doctrine, “Speak softly and carry a big stick”

II. World War I: “The Great War,” 1914-1918

A. HISTORY

- National pride and greed as causes: European nationalism, militarism, and colonialism
 - The British Empire: Queen Victoria
 - German nationalism and militarism: Bismarck unifies Germany, war against France, France cedes Alsace-Lorraine to Germany
 - European imperialism and rivalries in Africa
 - Stanley and Livingstone
 - British invade Egypt to protect Suez Canal
 - French in North Africa
 - Berlin Conference and the “scramble for Africa”
- Entangling defense treaties: Allies vs. Central Powers, Archduke Ferdinand assassinated
- The Western Front and Eastern Front, Gallipoli, Lawrence of Arabia
- War of attrition and the scale of losses: Battle of the Marne (1914), new war technologies (for example, machine guns, tanks, airplanes, submarines), trench warfare
- U.S. neutrality ends: sinking of the Lusitania, “Make the world safe for democracy”
- Armistice Day, November 11, 1918, abdication of Kaiser Wilhelm II
- Treaty of Versailles
 - New central European states and national boundaries
 - German reparations and disarmament
- Woodrow Wilson’s 14 Points
 - League of Nations, concept of collective security

B. GEOGRAPHY OF WESTERN AND CENTRAL EUROPE

- Physical features
 - Mountains: Alps, Apennines, Carpathians, Pyrenees
 - Danube and Rhine Rivers
 - Seas: Adriatic, Aegean, Baltic, Black, Mediterranean, North
- Population and natural resources, acid rain damage
- Languages, major religions
- Legacy of Roman Empire: city sites, transportation routes
- Industrial Revolution leads to urbanization (review from grade 6)
- Scandinavia: comprised of Denmark, Norway, Sweden, sometimes also includes Finland and Iceland
 - Cities: Copenhagen (Denmark), Oslo (Norway), Stockholm (Sweden), Helsinki (Finland)
- United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland
 - Irish Sea, English Channel
 - North Sea, gas and oil
 - England: London, Thames River
 - Scotland: Glasgow, Edinburgh
 - Northern Ireland: Ulster and Belfast, Catholic-Protestant strife
 - Ireland: Dublin (review from grade 6: famine of 1840s, mass emigration)
- France
 - Alps, Mont Blanc
 - Seine and Rhone Rivers
 - Bay of Biscay, Strait of Dover
 - Corsica (island)
 - Major cities: Paris, Lyon, Marseilles
- Belgium, Netherlands (Holland), and Luxembourg
 - Cities: Brussels (Belgium), Amsterdam, Rotterdam, The Hague (Netherlands)
- Germany
 - Cities: Berlin, Bonn, Hamburg, Munich
 - Ruhr Valley: mining region, industrial cities including Essen
 - Largest population in Europe, highly urbanized
- Austria and Switzerland
 - Mostly mountainous (Alps)
 - Cities: Vienna (Austria), Bern, Geneva (Switzerland)
- Italy
 - Apennines
 - Sardinia and Sicily (islands)
 - Cities: Milan, Rome, Venice, Florence
 - Vatican City: independent state within Rome
- Iberian Peninsula: Spain and Portugal
 - Cities: Madrid (Spain), Lisbon (Portugal)

III. The Russian Revolution

A. HISTORY

- Tensions in the Russian identity: Westernizers vs. traditionalists
- Revolution of 1905, "Bloody Sunday," Russo-Japanese War
- The last czar: Nicholas II and Alexandra
- Economic strains of World War I
- Revolutions of 1917
 - March Revolution ousts Czar
 - October Revolution: Bolsheviks, Lenin and revolutionary Marxism
- Civil War: Bolsheviks defeat Czarist counterrevolution, Bolsheviks become the Communist Party, creation of the Soviet Union

B. GEOGRAPHY

- Overview
 - Territorially the largest state in the world
 - All parts exposed to Arctic air masses
 - Little moisture reaches Russia, because of distance from Atlantic Ocean, and because Himalayas block movement of warm, moist air from south
 - Population concentrated west of Ural Mountains
 - Siberia: rich in resources
 - Mongolia: Russian-dominated buffer state with China
 - Few well-located ports
 - Rich oil and natural gas regions
- Physical features:
 - Volga and Don Rivers (connected by canal)
 - Caspian Sea, Aral Sea (being drained by irrigation projects)
 - Sea of Japan, Bering Strait
- Cities: Moscow, Petersburg (formerly Leningrad), Vladivostok, Volgograd (formerly Stalingrad)

IV. America from the Twenties to the New Deal

A. AMERICA IN THE TWENTIES

- Isolationism: restrictions on immigration, Red Scare, Sacco and Vanzetti, Ku Klux Klan
- The "Roaring Twenties": flappers, prohibition and gangsterism, St. Valentine's Day Massacre, Al Capone
- The Lost Generation: Ernest Hemingway, F. Scott Fitzgerald
- Scopes "Monkey Trial"
- Women's right to vote: 19th Amendment
- "New Negro" movement, Harlem Renaissance
 - African American exodus from segregated South to northern cities
 - W.E.B. De Bois: *The Souls of Black Folk*, NAACP (review from grade 6)
 - Zora Neal Hurston, Countee Cullen, Langston Hughes
 - "The Jazz Age": Duke Ellington, Louis Armstrong
 - Marcus Garvey, black separatist movement
- Technological advances
 - Henry Ford's assembly line production, Model T
 - Residential electrification: mass ownership of radio, Will Rogers
 - Movies: from silent to sound, Charlie Chaplin
 - Pioneers of flight: Charles Lindbergh, Amelia Earhart
 - Decline of rural population

B. THE GREAT DEPRESSION

- Wall Street stock market Crash of 1929, "Black Tuesday"
- Hoover insists on European payment of war debts, Smoot-Hawley Tariff Act
- Mass unemployment
 - Agricultural prices collapse following European peace
 - Factory mechanization eliminates jobs
 - Bonus Army
 - "Hooverilles"
- The Dust Bowl, "Okie" migrations
- Radicals: Huey Long, American Communist Party, Sinclair Lewis

C. ROOSEVELT AND THE NEW DEAL

- Franklin Delano Roosevelt: “The only thing we have to fear is fear itself.”
Eleanor Roosevelt
- The New Deal
Growth of unions: John L. Lewis and the CIO (Congress of Industrial Organizations), A. Philip Randolph, Memorial Day Massacre
New social welfare programs: Social Security
New regulatory agencies: Securities and Exchange Commission, National Labor Relations Board
Tennessee Valley Authority
- Roosevelt’s use of executive power: “Imperial Presidency,” “court packing”

V. World War II

A. THE RISE OF TOTALITARIANISM IN EUROPE

- Italy
Mussolini establishes fascism
Attack on Ethiopia
- Germany
Weimar Republic, economic repercussions of WWI
Adolf Hitler and the rise of Nazi totalitarianism: cult of the *Führer* (“leader”), *Mein Kampf*
Nazism and the ideology of fascism, in contrast to communism and democracy
Racial doctrines of the Nazis: anti-Semitism, the concept of *Lebensraum* (literally, “living space”) for the “master race,” *Kristallnacht*
The Third Reich before the War: Gestapo, mass propaganda, book burning
- The Soviet Union
Communist totalitarianism: Josef Stalin, “Socialism in one country”
Collectivization of agriculture
Five-year plans for industrialization
The Great Purge
- Spanish Civil War
Franco, International Brigade, Guernica

B. WORLD WAR II IN EUROPE AND AT HOME, 1939-1945

- Hitler defies Versailles Treaty: reoccupation of Rhineland, *Anschluss*, annexation of Austria
- Appeasement: Munich Agreement, “peace in our time”
- Soviet-Nazi Nonaggression Pact
- *Blitzkrieg*: invasion of Poland, fall of France, Dunkirk
- Battle of Britain: Winston Churchill, “nothing to offer but blood, toil, tears, and sweat”
- The Home Front in America
 - American Lend-Lease supplies, Atlantic Charter
 - America First movement
 - U.S. mobilization for war: desegregation of defense industries, “Rosie the Riveter,” rationing, war bonds
 - America races Germany to develop the atomic bomb: the Manhattan Project
- Hitler invades Soviet Union: battles of Leningrad and Stalingrad
- The Holocaust: “Final Solution,” concentration camps (Dachau, Auschwitz)
- North Africa Campaign: El Alamein
- D-Day: Allied invasion of Normandy, General Dwight Eisenhower
- Battle of the Bulge, bombing of Dresden
- Yalta Conference
- Surrender of Germany, Soviet Army takes Berlin

C. WORLD WAR II IN THE PACIFIC, AND THE END OF THE WAR

- Historical background: Japan's rise to power
 - Geography of Japan (review all topics from grade 5)
 - Sea of Japan and Korea Strait
 - High population density, very limited farmland, heavy reliance on imported raw materials and food
 - End of Japanese isolation, Commodore Matthew Perry
 - Meiji Restoration: end of feudal Japan, industrialization and modernization
 - Japanese imperialism: occupation of Korea, invasion of Manchuria, Rape of Nanking
 - Japanese-Soviet neutrality treaty
- Pearl Harbor, December 7, 1941: "A day that will live in infamy."
- Internment of Japanese-Americans
- Fall of the Philippines: Bataan Death March, General Douglas MacArthur, "I shall return."
- Battle of Midway
- Island amphibious landings: Guadalcanal, Iwo Jima
- Surrender of Japan
 - Atom bombs dropped on Hiroshima and Nagasaki, the Enola Gay
 - U.S. dictates pacifist constitution for Japan, Emperor Hirohito
- Potsdam Conference, Nuremberg war crimes trials
- Creation of United Nations: Security Council, Universal Declaration of Human Rights

VI. Geography of the United States

- Physical features
 - General forms: Gulf/Atlantic coastal plain, Appalachian highlands and Piedmont, Midwest lowlands, Great Plains, Rocky Mountains, Intermountain Basin and Range, Pacific coast ranges, Arctic coastal plain
 - Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks
 - Peaks: McKinley, Rainier, Whitney
 - Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (freshwater)—Erie, Huron, Michigan, Ontario, Superior
 - Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee
 - Niagara Falls, Grand Canyon, Mojave Desert, Death Valley
- Political, economic, and social features
 - The fifty states and their capitals (review), Washington, D.C., Commonwealth of Puerto Rico, Virgin Islands, Guam
- Cities: Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Houston, Kansas City, Los Angeles, Memphis, Miami, Milwaukee, Minneapolis, New Orleans, Norfolk, Philadelphia, Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco, Seattle, Tampa
- Population
 - Expansion of settlement
 - Population density
- Regions
 - New England
 - Mid-Atlantic
 - South: "Dixie," Mason-Dixon Line, Bible Belt
 - Middle West: Rust Belt, Corn Belt
 - Southwest: Sun Belt
 - Mountain States
 - West Coast: San Andreas fault, California aqueduct (water supply) system
 - Coal, oil, and natural gas deposits
 - Agricultural crop regions
- New York City
 - Bronx, Brooklyn, Manhattan, Queens, Staten Island
 - Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street, Central Park, Harlem, Greenwich Village



The Core Democratic Values (Grades 5-8)

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are brief definitions of some core democratic values.

Common good: People should work together for the good of all. The government should make laws that are good for everyone.

Justice: All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Liberty: Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, and the right to have any lawful job or business.

Popular sovereignty: The power of the government comes from the people.

Life: Each person has the right to the protection of their life.

Equality: Everyone should get the same treatment regardless of where your parents or grandparents were born, your race or religion, or how much money you have. All people have political, social and economic equality.

Diversity: Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.

Pursuit of happiness: Each person can find happiness in their own way, so long as they do not step on the rights of others.

Truth: The government and citizens should not lie.

Patriotism: A devotion to our country and the core democratic values in word and deed.

Rule of law: Both the government and the people must obey the law.

ALL STATES



The Core Democratic Values (Kindergarten – Grade 4)

The core democratic values are the ideas in which Americans believe. We do not look the same. We like different things. We each think differently. There are some ways that we are the same. We believe in telling the truth. We believe in treating people fairly. To be good citizens we must practice these values each day at home and school.

Our Core Democratic Values: Elementary Definitions

Teaching our core democratic values in kindergarten through grade 4 can be fun for students and easily integrated into your daily interactions with students. These simpler definitions are appropriate for younger students, *but please check your understanding of them by reading the definitions used in grades 5 through 8 (see next page)*. Your complete understanding will assure that your teaching will assist the teachers in the upper grades and eliminate misunderstandings by your students.

Common good: Help others at home and school

Justice: Take turns and be fair to others

Liberty: Follow your beliefs and let others follow theirs

Popular sovereignty: Majority rules

Life: Rules keep you safe, follow them

Equality: Give everyone an equal chance

Diversity: Work and play with everyone

Pursuit of happiness: Have fun but follow the rules at home and school

Truth: Tell the truth

Patriotism: Use the core democratic values and home and school

Rule of law: Rules are made for everyone to follow

ALL STATES

MEAP WRITING RUBRIC

Holistic Feature Scoring of Civic Writing: Grades 5 and 8

(Future Reference for MEAP Assessment-Students should understand and begin to practice writing using these rubric guidelines at the fourth grade level. This detailed list was developed by social studies range-finding committees to provide directions for those who will be scoring extended MEAP responses. History and Geography teachers should model this rubric with their writing lessons.)

| Points | Description |
|--------|--|
| 4 | <p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated position on the issue and support for that position <ul style="list-style-type: none"> - Students should use words such as support/oppose, for/against, agree/disagree, or should/should not - Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide the issue • Provide at least one supporting point that is based on the Core Democratic Values of American constitutional democracy <ul style="list-style-type: none"> - Do not accept if this support contradicts state position • Provide at least one piece of accurate, important, and relevant supporting social studies information that comes from the student's prior knowledge of civics, economics, geography, or history (Information other than that supplied by the Data Section or a Core Democratic Value) <ul style="list-style-type: none"> - Do not accept feelings or opinions for this element - Do not accept if this support contradicts stated position • Provide at least one piece of accurate, valid, and relevant supporting information from the Data Section <ul style="list-style-type: none"> - Do not accept if this support contradicts stated position - Data interpretations must be more right than wrong |
| 3 | <p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated and supported position on the issue • Provide at least one supporting point that is based on Core Democratic Values • Contain at least one of the remaining two elements |
| 2 | <p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly state and supported position on the issue • Contain at least one of the three remaining elements |
| 1 | <p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated and supported position on the issue |
| 0 | <p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p> |

Note: The supporting points used by students must be explained in enough detail to show a clear connection to the position taken (Yes, I support, No, I do not support).

CURRICULUM RELATED WEBSITES

Michigan Department of Education

<http://www.mde.state.mi.us/>

MEAP Released Items

[http://www.meritaward.state.mi.us/
merit/meap/questions/index.htm](http://www.meritaward.state.mi.us/merit/meap/questions/index.htm)

Michigan Curriculum Framework

<http://cdp.mde.state.mi.us>

Social Studies Assessment Models

(in Acrobat 3.0)

<http://cdp.mde.state.mi.us/Assessment/model5.pdf>

<http://cdp.mde.state.mi.us/Assessment/model8.pdf>

<http://cdp.mde.state.mi.us/Assessment/model11.pdf>

Authentic Assessment of Social Studies

http://cdp.mde.state.mi.us/SocialStudies/MI_Auth.AssmtMan.pdf

Bruce = bbrousseau@ed.mde.state.mi.us

Karen = ktodorov@cdp.mde.state.mi.us

GENERAL RESOURCES FOR CLASSROOM KITS

Perma-Bound Books

*Denotes suitability for ordering for students in classroom sets... at student readability levels

GRADE 7

HISTORY & GEOGRAPHY: World War I: "The Great War" 1914-1918

| | | |
|---|---|---------|
| 7 | 20244 At Her Majesty's Request: An African Princess In Victorian England | \$19.90 |
| 7 | 41365 Building The Panama Canal | \$17.90 |
| 7 | 41750 Bully For You, Teddy Roosevelt! | \$11.64 |
| 7 | 92991 Exploration Of Africa | \$11.60 |
| 7 | 103046 First World War | \$20.60 |
| 7 | 152377 In Flanders Field: The Story Of The Poem By John McCrae | \$14.60 |
| 7 | 227579 Over There!: The American Soldier In World War I | \$17.90 |
| 7 | 247044 Queen Victoria | \$25.95 |
| 7 | 279651 Spanish-American War (Original Publisher's Binding) | \$19.50 |
| 7 | 279649 Spanish-American War | \$11.60 |
| 7 | 282395 Stanley And Livingstone And The Exploration Of Africa In World History | \$23.90 |
| 7 | 313856 USA, 1917-1941 | \$18.60 |
| 7 | 323034 Western Front: Ordinary Soldiers And The Defining Battles of World War I | \$29.95 |
| 7 | 333322 Wolof | \$19.90 |
| 7 | 334499 Woodrow Wilson | \$22.90 |
| 7 | 334500 Woodrow Wilson, Franklin D. Roosevelt, Harry S. Truman | \$19.93 |
| 7 | 335611 World War I | \$32.49 |
| 7 | 335613 World War I | \$12.60 |
| 7 | 335614 World War I | \$27.85 |
| 7 | 335612 World War I (Opposing Viewpoints) | \$21.85 |
| 7 | 335617 World War I: The War To End Wars | \$23.90 |

HISTORY & GEOGRAPHY: Geography of Western and Central Europe

| | | |
|---|---|---------|
| 7 | 20492 Austria (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 20495 Austria (Original Publisher's Binding) | \$33.00 |
| 7 | 27105 Belgium (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 27104 Belgium (Major World Nations) | \$17.90 |
| 7 | 27103 Belgium (Original Publisher's Binding) | \$32.00 |
| 7 | 27729 Berlin (Original Publisher's Binding) | \$26.00 |
| 7 | 73551 Denmark (Major World Nations) | \$17.90 |
| 7 | 83600 Dublin (Original Publisher's Binding) | \$26.00 |
| 7 | 85770 Edad Industrial (Industrial Age) (Original Hardcover Binding) | \$34.95 |
| 7 | 89664 England (Major World Nations) | \$17.90 |
| 7 | 89663 England (Original Publisher's Binding) | \$32.00 |
| 7 | 91803 Europe (Original Publisher's Binding) | \$22.00 |
| 7 | 100678 Finland (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 100823 Finland (Major World Nations) | \$17.90 |
| 7 | 100681 Finland (Original Publisher's Binding) | \$32.00 |
| 7 | 109139 France | \$22.55 |
| 7 | 109145 France (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 109142 France (Major World Nations) | \$17.90 |
| 7 | 109148 France (Original Publisher's Binding) | \$21.50 |
| 7 | 109147 France (Original Publisher's Binding) | \$32.00 |
| 7 | 115200 Germany | \$25.22 |
| 7 | 115203 Germany | \$29.21 |
| 7 | 115198 Germany (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 150605 Iceland (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 150607 Iceland (Original Publisher's Binding) | \$15.93 |
| 7 | 156098 Industrial Britain: The Workshop Of The World | \$19.60 |
| 7 | 156095 Industrial Revolution (Opposing Viewpoints) | \$21.85 |
| 7 | 157805 Ireland | \$30.55 |

HISTORY & GEOGRAPHY: Geography of Western and Central Europe, continued

| | | |
|---|--|---------|
| 7 | 157808 Ireland | \$22.55 |
| 7 | 157811 Ireland (Cultures Of The World)(Original Publisher's Binding) | \$35.64 |
| 7 | 157809 Ireland (Major World Nations) | \$17.90 |
| 7 | 159321 Italy (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 159318 Italy (Original Publisher's Binding) | \$33.00 |
| 7 | 217935 Northern Ireland (Major World Nations) | \$17.90 |
| 7 | 218010 Norway (Major World Nations) | \$16.90 |
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| 7 | 257113 Rome (Original Publisher's Binding) | \$26.50 |
| 7 | 261680 Scotland | \$25.22 |
| 7 | 278958 Southern Italy | \$20.60 |
| 7 | 290785 Sweden | \$22.55 |
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| 7 | 290787 Sweden (Original Publisher's Binding) | \$32.00 |
| 7 | 315195 Venecia (Venice) (Original Publisher's Binding) | \$25.95 |
| 7 | 315860 Vienna (Original Publisher's Binding) | \$26.00 |

HISTORY & GEOGRAPHY: The Russian Revolution - History

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| 7 | 202330 Moscow | \$20.60 |
| 7 | 202331 Moscow (Original Publisher's Binding) | \$26.00 |
| 7 | 258591 Russia | \$22.55 |
| 7 | 258600 Russia | \$19.90 |
| 7 | 258587 Russia (Cultures Of The World) (Original Publisher's Binding) | \$35.64 |
| 7 | 258615 Russia's Revolutions | \$19.60 |
| 7 | 258585 Russia: Revolution And Counter-Revolution, 1917-1924 | \$24.60 |
| 7 | 258588 Russian People In 1914 | \$17.90 |
| 7 | 323575 What Life Was Like In The Time Of War And Peace: Imperial Russia, AD 1696-1917 | \$33.90 |

HISTORY & GEOGRAPHY: The Russian Revolution - Geography

| | | |
|---|--|---------|
| 7 | 200385 Mongolia | \$23.88 |
| 7 | 258602 Russia | \$29.21 |
| 7 | 258581 Russia: The Land | \$13.60 |
| 7 | 282125 St. Petersburg (Original Publisher's Binding) | \$26.00 |
| 7 | 322588 Welcome To Russia | \$26.55 |

HISTORY & GEOGRAPHY: America in the Twenties

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|---|--|---------|
| 7 | 90446 Ernest Hemingway: Writer & Adventurer | \$22.90 |
| 7 | 92295 Evolution On Trial | \$11.60 |
| 7 | 99898 Fight For Women's Right To Vote In American History | \$22.90 |
| 7 | 114863 Geography Of Hope: Black Exodus From The South After Reconstruction | \$33.85 |
| 7 | 123965 Great Migration: An American Story | \$14.60 |
| 7 | 131301 Harlem Renaissance: Hub Of African-American Culture, 1920-1930 | \$22.65 |
| 7 | 161712 Jazz Age: The 20s | \$33.90 |
| 7 | 215632 Nineteenth Amendment | \$24.90 |
| 7 | 254760 Roaring Twenties (Original Publisher's Binding) | \$20.50 |
| 7 | 266145 Sensational Trials Of The 20th Century | \$20.90 |
| 7 | 319581 Warren G. Harding (Original Publisher's Binding) | \$18.60 |

HISTORY & GEOGRAPHY: The Great Depression

| | | |
|---|---|---------|
| 7 | 308115 20s & 30s: Flappers & Vamps | \$25.22 |
| 7 | 32915 Black Tuesday: The Stock Market Crash Of 1929 | \$25.85 |
| 7 | 51952 Children Of The Dust Bowl: The True Story Of The School At Weedpatch Camp | \$15.60 |
| 7 | 123300 Great Depression (Original Publisher's Binding) | \$20.00 |
| 7 | 123302 Great Depression In American History | \$24.90 |
| 7 | 131108 Hard Times: The 30s | \$23.90 |
| 7 | 134789 Herbert Hoover | \$23.90 |
| 7 | 146768 Huey Long: The Kingfish Of Louisiana | \$23.90 |
| 7 | 277077 Something Permanent | \$21.95 |
| 7 | 284493 Stock Market Crash Of 1929 | \$17.90 |

HISTORY & GEOGRAPHY: Roosevelt and the New Deal

| | | |
|---|---|---------|
| 7 | 33509 Blaze Engulfs: January 1939 To December 1941 | \$22.90 |
| 7 | 152161 Eleanor Roosevelt | \$26.40 |
| 7 | 87696 Eleanor Roosevelt: A Life Of Discovery | \$16.60 |
| 7 | 109581 Franklin D. Roosevelt: The Four-Term President | \$23.90 |
| 7 | 109586 Franklin D. Roosevelt | \$23.90 |
| 7 | 109590 Franklin Delano Roosevelt | \$14.60 |
| 7 | 123300 Great Depression (Original Publisher's Binding) | \$20.00 |
| 7 | 123302 Great Depression In American History | \$24.90 |
| 7 | 123965 Great Migration: An American Story | \$14.60 |
| 7 | 131108 Hard Times: The 30s | \$23.90 |
| 7 | 174635 Leaders Of World War II (Original Publisher's Binding) | \$19.93 |
| 7 | 212478 New Freedom To The New Deal: 1913-1939 | \$12.60 |

HISTORY & GEOGRAPHY: World War II

| | | |
|--|--|---------|
| 7 | 8380 Along The Tracks | \$12.60 |
| 7 | 10344 American Dreams | \$11.60 |
| 7 | 10590 American Generals Of WWII | \$24.90 |
| 7 | 15605 Anne Frank: Life In Hiding | \$9.64 |
| 7 | 33509 Blaze Engulfs: January 1939 To December 1941 | \$22.90 |
| 7 | 35409 Bombing Of Pearl Harbor In American History | \$24.90 |
| 7 | 40405 Britain And The Two World Wars | \$23.60 |
| 7 | 54460 Citizen Soldiers: The U.S. Army From The Normandy Beaches To The Bulge To The Surrender Of Germany | \$21.65 |
| 7 | 60309 Concise Biography Of Adolf Hitler | \$13.64 |
| 7 | 79778 Doing Our Part: American Women On The Home Front | \$24.95 |
| 7 | 81333 Double V Campaign: African Americans And World War II | \$20.94 |
| 7 | 81380 Douglas MacArthur: American Hero | \$12.60 |
| 7 | 97351 Farewell To Manzanar | \$11.49 |
| 7 | 108615 Four Perfect Pebbles: A Holocaust Story | \$10.60 |
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| 7 | 115205 Germany, 1918-1945 | \$18.60 |
| 7 | 137301 Hiroshima | \$11.49 |
| 7 | 137939 Hitler And Germany | \$23.60 |
| 7 | 138688 Holocaust Overview | \$24.90 |
| 7 | 138678 Holocaust, Hitler, And Nazi Germany | \$23.90 |
| 7 | 138684 Holocaust: Understanding And Remembering | \$24.90 |
| 7 | 164678 Journal Of Scott Pendleton Collins: A World War II Soldier, Normandy, France, 1944 | \$14.90 |
| 7 | 165273 Journey To Topaz | \$15.60 |
| 7 | 174635 Leaders Of World War II (Original Publisher's Binding) | \$19.93 |
| 7 | 189809 Manhattan Project (Original Publisher's Binding) | \$19.50 |
| 7 | 194367 Mein Kampf | \$23.65 |
| 7 | 212058 Never To Forget: The Jews Of The Holocaust | \$12.60 |
| 7 | 218728 Number The Stars | \$11.15 |
| 7 | 231215 Pearl Harbor | \$17.90 |
| 7 | 253986 Rise Of The Nazis | \$31.07 |
| 7 | 268413 Shadow Of The Dictators: A.D. 1925-1950 | \$23.90 |
| 7 | 272290 Sink the Bismarck: Germany's Super-Battleships Of World War II | \$27.85 |
| 7 | 275345 Smoke To Flame: September 1935 To December 1938 | \$22.90 |
| 7 | 280275 Special Fate: Chiune Sugihara, Hero Of The Holocaust | \$19.90 |
| 7 | 312343 United States Holocaust Memorial Museum (Original Publisher's Binding) | \$20.00 |
| HISTORY & GEOGRAPHY: World War II, continued | | |
| 7 | 319235 War In The Pacific: From Pearl Harbor To Okinawa, 1941-1945 | \$17.90 |
| 7 | 319458 War, Peace, And All That Jazz (2nd Edition) | \$19.60 |
| 7 | 335630 World War II | \$12.60 |
| 7 | 335627 World War II | \$29.64 |
| 7 | 335628 World War II | \$25.90 |
| 7 | 335625 World War II In The Pacific: Remember Pearl Harbor | \$23.90 |

HISTORY & GEOGRAPHY: Geography of the United States

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|---|--|---------|
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| 7 | 6856 Alaska (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.00 |
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| 7 | 157706 Iowa (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 168422 Kansas (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 169395 Kentucky (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 183387 Louisiana (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 187104 Maine (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 192274 Maryland (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 192440 Massachusetts (From Sea To Shining Sea) (Original Publisher's Binding) | \$27.00 |
| 7 | 196208 Michigan (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 197811 Minnesota (From Sea To Shining Sea) (Original Publisher's Binding) | \$25.00 |
| 7 | 198531 Mississippi (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 198625 Missouri (From Sea To Shining Sea) (Original Publisher's Binding) | \$25.00 |
| 7 | 201082 Montana (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 211676 Nebraska (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 211970 Nevada (From Sea To Shining Sea) (Original Publisher's Binding) | \$27.00 |
| 7 | 212835 New Hampshire (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 212941 New Jersey (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 212958 New Mexico (From Sea To Shining Sea) (Original Publisher's Binding) | \$27.00 |
| 7 | 213724 New York (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 217700 North Carolina (From Sea To Shining Sea) (Original Publisher's Binding) | \$24.00 |
| 7 | 217719 North Dakota (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 220497 Ohio (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 220645 Oklahoma (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 224963 Oregon (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 231557 Pennsylvania (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 245566 Puerto Rico (From Sea To Shining Sea) (Original Publisher's Binding) | \$27.00 |
| 7 | 252370 Rhode Island (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 256360 Rocky Mountain States | \$25.60 |
| 7 | 277932 South Carolina (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 278962 South Dakota (From Sea To Shining Sea) (Original Publisher's Binding) | \$27.00 |
| 7 | 294933 Tennessee (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 295959 Texas (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 313915 Utah (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 315242 Vermont (From Sea To Shining Sea) (Original Publisher's Binding) | \$27.00 |
| 7 | 316212 Virginia (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 319852 Washington (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.00 |
| 7 | 319855 Washington, D.C. (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.00 |
| 7 | 323006 West Virginia (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 331882 Wisconsin (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |
| 7 | 336634 Wyoming (From Sea To Shining Sea) (Original Publisher's Binding) | \$26.50 |

HISTORY & GEOGRAPHY: Cities of the United States

| | | |
|---|--|---------|
| 7 | 21861 America's Top 10 Cities | \$20.90 |
| 7 | 283778 State Capitals (Original Publisher's Binding) | \$25.93 |

HISTORY & GEOGRAPHY: Landforms of the United States

| | | |
|---|---|---------|
| 7 | 21864 America's Top 10 Mountains | \$20.90 |
| 7 | 105675 Flood: Wrestling With The Mississippi | \$22.71 |
| 7 | 198596 Mississippi Delta (Original Publisher's Binding) | \$17.93 |
| 7 | 198526 Mississippi Flood Of 1993 (Original Publisher's Binding) | \$20.00 |
| 7 | 198600 Mississippi River: A Journey Down The Father Of Waters | \$21.90 |
| 7 | 295952 Texas And The Arkansas River Valley | \$25.60 |

HISTORY & GEOGRAPHY: Regions of the United States

| | | |
|---|--|---------|
| 7 | 46373 Carolinas And The Appalachian States | \$25.60 |
| 7 | 71724 Deep South | \$25.60 |
| 7 | 85271 Eastern Great Lakes: Indiana, Michigan, Ohio | \$19.60 |
| 7 | 196273 Mid-Atlantic States | \$25.60 |
| 7 | 217940 Northern New England | \$25.60 |
| 7 | 228185 Pacific States | \$25.60 |
| 7 | 235790 Plains States | \$25.60 |
| 7 | 256360 Rocky Mountain States | \$25.60 |
| 7 | 278967 Southern New England | \$25.60 |
| 7 | 316214 Virginia And The Capital Region | \$25.60 |

HISTORY & GEOGRAPHY: General Resources

| | | |
|---|--|---------|
| 7 | 104427 Flags (Original Publisher's Binding) | \$23.93 |
| 7 | 283793 State Names, Seals, Flags, And Symbols (Original Publisher's Binding) | \$49.95 |

GENERAL RESOURCES: WORLD HISTORY & GEOGRAPHY

| | | |
|----|--|---------|
| GR | 272985 16th Century Mosque | \$22.90 |
| GR | 13223 Ancient China (Original Publisher's Binding) | \$19.99 |
| GR | 13235 Ancient Egypt (Original Hardcover Binding) | \$19.99 |
| GR | 13254 Ancient Greece (Original Hardcover Binding) | \$19.99 |
| GR | 13462 Ancient Rome (Original Hardcover Binding) | \$19.99 |
| GR | 20940 Aztecs (Original Publisher's Binding) | \$19.99 |
| GR | 51987 *Children's Atlas Of Civilizations | \$20.60 |
| GR | 87025 Egyptian Pyramid | \$16.60 |
| GR | 111319 Frontier Fort On The Oregon Trail | \$16.60 |
| GR | 114860 *Geography From A To Z: A Picture Glossary | \$12.60 |
| GR | 126935 Greek Temple | \$22.90 |
| GR | 153663 Incas (Original Publisher's Binding) | \$16.99 |
| GR | 171644 Kingfisher Book Of The Ancient World | \$19.90 |
| GR | 190553 Maps And Globes | \$12.60 |
| GR | 193890 Medieval Castle | \$16.60 |
| GR | 193900 Medieval Knights (Original Publisher's Binding) | \$17.99 |
| GR | 196285 Middle Ages (Original Hardcover Binding) | \$19.99 |
| GR | 213280 New Puffin Children's World Atlas: An Introductory Atlas For Young People | \$12.64 |
| GR | 251555 Renaissance (Original Publisher's Binding) | \$19.99 |
| GR | 256966 Roman Fort | \$22.90 |
| GR | 268538 Shakespeare's Theater | \$22.90 |
| GR | 289266 Submarines & Ships (Original Publisher's Binding) | \$17.99 |
| GR | 316698 *Visual Dictionary Of The Earth | \$22.90 |
| GR | 334440 Wonders Of The World | \$13.60 |
| GR | 335636 World War Two Submarine | \$22.90 |
| GR | 337740 Young People's Atlas Of The United States | \$25.90 |

GENERAL RESOURCES: AMERICAN HISTORY & GEOGRAPHY

| | | |
|-----------|--|---------|
| GR 12092 | American Reader: Words That Moved A Nation | \$25.65 |
| GR 40916 | Buck Stops Here: The Presidents Of The United States | \$15.65 |
| GR 050816 | Cherokees: A First Americans Book | \$20.90 |
| GR 050869 | Cheyennes: A First Americans Book | \$19.90 |
| GR 57029 | Colony Of Fear | \$14.15 |
| GR 71200 | Debt | \$14.15 |
| GR 89522 | *Encyclopedia Of Native America | \$28.95 |
| GR 107462 | Fortune In Men's Eyes | \$14.15 |
| GR 111279 | From Sea To Shining Sea | \$33.90 |
| GR 130356 | Hand In Hand: An American History Through Poetry | \$23.95 |
| GR 139335 | Hopis: A First Americans Book | \$20.90 |
| GR 157907 | Iroquois: A First Americans Book | \$20.90 |
| GR 192852 | Matter Of Pride | \$14.60 |
| GR 210852 | Navajos | \$20.90 |
| GR 272368 | Sioux | \$20.90 |
| GR 281069 | Splendid Little War | \$13.60 |
| GR 295635 | Test Of Loyalty | \$13.60 |
| GR 309205 | Two Kinds Of Patriots | \$14.15 |

GEOGRAPHY RESOURCES FOR CLASSROOM KITS

Debby & Company

GRADE SEVEN (All supplies, except (#), should be ordered for each classroom at this grade level.

(#) Denotes a resource which may be shared by all teachers at this grade level.)

(* Denotes suitability for ordering for students in classroom sets....at student readability levels.)

| Order # | Description | Price |
|-------------|--|---------|
| IF8554 | (#) Blank Map Outlines | \$9.99 |
| CD-3092 | World Map - Labeled (Jumbo Map Pads... 1 pkg. of 30) | \$4.99 |
| CD-3093 | World Map - Blank (Jumbo Map Pads... 1 pkg. of 30) | \$4.99 |
| CD-3090 | U.S. Map - Labeled (Jumbo Map Pads... 1 pkg. of 30) | \$4.99 |
| CD-3091 | U.S. Map - Blank (Jumbo Map Pads... 1 pkg. of 30) | \$4.99 |
| T-1088 | World Map (Wipe-Off Map) | \$2.99 |
| T-1087 | United States Map (Wipe-Off Map) | \$2.99 |
| T-593 | Regular Wipe-Off Crayons (8 colors) | \$1.79 |
| FS-37033 | The Continents Charts | \$7.95 |
| McP111 | Map and Globe Skills Teaching Posters | \$7.95 |
| UM-FR227 | *World Atlas | \$3.95 |
| BH-95224 | Reading Maps & Graphs (Geography Flip-Overs) | \$6.75 |
| BH-95223 | World Geography (Geography Flip-Overs) | \$6.75 |
| Scpb 341723 | (#) Everything You Need to Know About Geography Homework | \$8.95 |
| FS10622 | (#) Geography For Everyday | \$9.95 |
| IF8751 | (#) U.S. & World Map Skills | \$10.99 |
| IF8201 | Comprehensive World Reference Guide | \$22.99 |
| IF87031 | (#) Symbols of a Great Nation | \$10.99 |

SPECIAL EDUCATION

The Policy
The Individual Education Plan (IEP)
Role of the Special Education
Building Coordinator
The Child Study Team
Evaluations
Inclusion of Students with Disabilities
Parent Participation
Individuals with Disabilities Education
Act (IDEA)



Special Education

The Policy

It is the policy of the National Heritage Academies to provide special education services within each academy. All students with special needs have the right to a quality education appropriate to their needs, abilities and interest. It is the goal of the special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan (IEP)

All National Heritage Academies campuses comply with all federal and state legal requirements that every student identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are scanned to identify current IEPs from previous schools attended. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of the Special Education Building Coordinator

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs
- Provide direct instruction to individuals or groups of students in the classroom as well as in the Resource Room setting
- Administer formal and informal educational assessments
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies
- Facilitate effective communication with students, parents, teachers, administration, special education support staff and community based agencies
- Share up-to-date professional information regarding special education
- Receive referrals directed to the Child Study Team
- Coordinate and lead Child Study Team meetings

Special Education Personnel

All special education teachers have the proper certification. Our ancillary staff consists of speech and language pathologists, social workers, psychologists, and occupational therapists.

The Child Study Team

The Child Study Team (CST) is a committee of school personnel set up by the principal to ensure ongoing and effective support for classroom teachers and students. The special education teacher co-chairs the school's team in cooperation with the building administrator. The team provides a forum to discuss students' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness and understanding of the issues affecting the student. The team acts as a pre-referral intervention-planning group for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the team may refer a student for a formal assessment for special education. Parents should be informed if their child is being considered by the Child Study Team, and parental permission must be obtained prior to any formal assessment of that student.

Evaluations

Special education students are subject to an annual review and a three-year reevaluation. At their annual reviews and three-year reevaluations, parents and teachers go over the protocols appropriate to the given student, and make clear decisions as to the programming for this student. Parents are informed of student progress a minimum of four times per year at quarterly marking periods. Progress is also shared through telephone calls, written information/feedback, and personal contacts.

Inclusion of Students with Disabilities

National Heritage Academies is committed to the fullest level of inclusion deemed possible and appropriate by our professional team of general and special educators, administrators, and ancillary-support staff. Our goal is to educate each student in the least restrictive environment possible based on a student's individual needs.

Parent Participation

Parents/legal guardians have the *expressed right* to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the child study process and the parent's/guardian's presence will be requested for all subsequent meetings. Parents/legal guardians are considered members of both the Multi-Disciplinary Evaluation Team (MET) and the Individual Education Programming Team (IEPT).

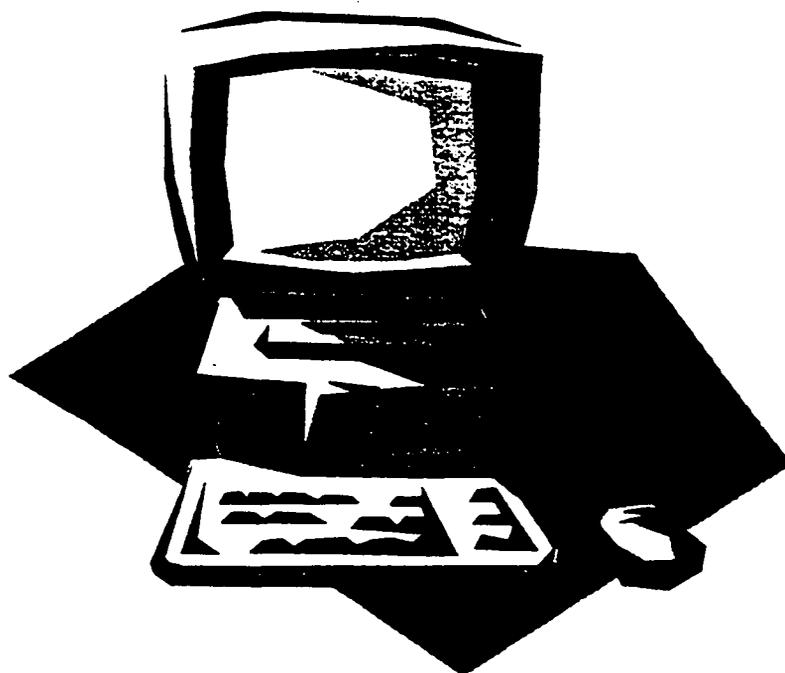
Individuals with Disabilities Education Act (IDEA)

National Heritage Academies are in step with the major changes in special education. The six principles of the new laws are:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program (IEP)
- Least restrictive environment (LRE)
- Parent and student participation in decision making
- Procedural safeguards

TECHNOLOGY SEVENTH GRADE

**Technology—Educational Philosophy
Content Standards Grade 7
Scope and Sequence of
Content Standards Grades 3-8**



Educational Technology Philosophy

The National Assessment of Educational Progress (NAEP) has tracked student achievement for nearly three decades. In 1996, the results of the NAEP indicated a link between certain kinds of technology use, higher scores on the NAEP, and an improved school climate.¹ It is important to note that not all types of technology use produced these results. In fact, the results indicated that the use of computers for "drill and practice" may result in decreased student scores. The technology use that proved most beneficial centered on using the computer for simulation, problem solving and analysis. "The computer's most powerful uses are for making things visual," says James Kaput, a math professor at the University of Massachusetts-Dartmouth. "It can make visual abstract processes that that are otherwise ineffable."

As an organization, NHA focuses on delivering a "back to basics" approach to education based on research to generate student performance results. NHA's philosophy is grounded in the premise that the primary educational focus in elementary school should be mastering the core academic subjects of English, reading, mathematics, history, and science. Use of technology within the framework of the core academic curriculum must be age appropriate and must enhance the learning process. Just as writing relies on penmanship as a requisite skill, students and teachers must develop requisite skills in the use of technology in order to maximize its curricular impact. Students will develop these skills in the context of using technology for academic pursuits. Teachers will develop technology skills through training, practice, and ongoing assessment.

Developing Technology Skills

NHA's core academic curriculum is extremely rigorous and focuses on developing the fundamental skills, attitudes, and background knowledge that will allow students to be successful in all future pursuits. Specific technology skills are most effectively learned in the context of the core curriculum. Just as science teachers have taught their students to use a microscope in order to view cells, basic technology skills, such as using a scanner, are best taught in the context of developing a Web page or creating a portfolio. However, NHA will develop a specific technology curriculum to ensure the acquisition of computer skills.

NHA's approach to the curriculum is built upon the premise that a child's long-term academic success is directly related to the strength of the foundation upon which it is built. This belief provides a central core for the entire NHA curriculum. With this in mind, the school calendar and schedule focuses primarily on the development of this foundation in the core academic subjects. Once this foundation is laid, the learner benefits in all curricular areas.

In alignment with this core belief, NHA approaches the formal computer training very deliberately. While computers can be used in grades K-2 to enhance the delivery/experience of the student in the academic areas, no formal computer training is addressed during these formative years. A student's time in school is so valuable that computer training at these early ages would supersede a more fundamental element of the child's education. Students in grades K-2 may acquire technology skills as a by-product of the technology use within the curriculum. Formalized computer training will begin to be addressed by the classroom teacher beginning in grade 3. During the upper elementary years (grades 3-5), time is carved out of the school day to help students develop specific skills as they align with state and national standards. In most NHA affiliated schools, a computer elective course is offered in grades 6-8. During this set of courses, more advanced computer skills are taught and students are asked to apply these skills in increasingly unique and meaningful ways. Teachers in grades 6-8 will continue to include the development of computer skills into the classroom and students will be expected to apply these skills appropriately to enhance their learning.

¹ "The Link to Higher Scores", Andrew Trotter, Education Week, October 1, 1998.

This technology curriculum is based on both state and national standards. Specific lessons and assessments related to computer skill acquisition will be developed through a cooperative effort between the NHA Educational Technology team and the NHA Curriculum team.

Integrating Technology with the Curriculum

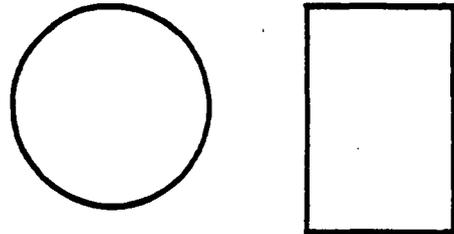
Although the time dedicated to acquire computer-specific skills is not equally distributed throughout the various grade levels, the underlying philosophy regarding technology use to enhance instruction is constant. In addition to developing materials that address both content standards and technology competencies, NHA is committed to the electronic delivery of content and supporting materials that aide in the delivery of curricula.

To achieve this goal of integration, NHA will develop a comprehensive curriculum map that includes specific teacher and student resources that tie technology with the core content areas in meaningful and substantive ways. A library of technology projects will be developed that connect specific curriculum objectives with technology skills. As a result, each teacher will be able to develop the tools necessary to integrate the acquisition of these skills into the academic curricula.

Over the course of the 2000-2001 school year, the Educational Technology Team, in conjunction with NHA teachers, has developed over 300 lessons, units and projects that integrate the technology curriculum into other curricular areas. These resources span all subject areas and grade levels and are made available to all NHA teachers in electronic form. Through the implementation of this technology plan, it is NHA's vision that this development will continue and lessons, units, projects, and other resources will continue to be made available to all NHA teachers that tie the technology curriculum into other curricular areas. The following is an example of a lesson that integrates technology objectives within other curricular areas.

A class is about to begin a unit on fractions within the fourth grade math curriculum. The teacher works with the Educational Technology Specialist to develop a lesson where students are to divide certain shapes into sections and then color the sections to depict a given fraction. The lesson will be done using a paint/draw program on the computer. See the example below.

1. Use the paint tools to divide the following shapes into fourths.
2. Use the paint tools to color the sections of each object to show the following:
 - a. Circle: $\frac{3}{4}$
 - b. Rectangle: $\frac{1}{4}$



The teacher will spend a small amount of time at the beginning of the lesson to explain how to use the paint/draw program, but the primary focus of the lesson will be focused on getting a better understanding of fractions. This lesson ties together many of the technology curriculum's paint/draw program objectives as well as many of the fraction objectives found in the mathematics curriculum.

| Grade Level | Computer Skill Acquisition | Delivery of Instruction |
|-------------|---|---|
| K - 2 | <p>No instructional time is devoted to computer skill development.</p> <p>Resources: None</p> | <p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Resources: LCD projectors, Internet connectivity</p> |
| 3 - 5 | <p>Instructional time is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Computer operations 2. File management 3. Word processing 4. Keyboarding 5. Presentation tools 6. Spreadsheet use 7. Database basics 8. Internet use & responsibilities <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p> | <p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required.</p> |
| 6 - 8 | <p>Instructional time in the middle school "Media / Technology" elective course is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Digital imaging 2. Digital audio 3. Desktop publishing 4. Presentation 5. Basics of good design 6. Web page authoring 7. Application integration 8. Internet use <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p> <p>It is desirable to place some computers permanently in each middle school classroom to achieve a fully integrated environment</p> | <p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Students utilize computers independently to accomplish tasks appropriate to the use of the computer as a tool. Computers become seamlessly integrated tools in the middle school classroom, mimicking their place in the adult work environment.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required. Permanently placed PCs in middle school classroom are desirable.</p> |

Technology Content Standards Grade 7

1298

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| | |
|---|------------------|
| Content Standard 1: Students will demonstrate awareness, knowledge and appropriate useage of computer hardware components. | |
| Mouse Skills: | |
| Mouse Skills: Point and Click/Double Click | Independent User |
| Mouse Skills: Point and Select from Menu | Independent User |
| Mouse Skills: Point, Click, and Drag | Independent User |
| Mouse Skills: Know the basic functional differences between left and right mouse buttons. | Independent User |
| Keyboarding Skills: | |
| Keyboarding Skills: Use Typing Tutorial Program. | Independent User |
| Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys. | Independent User |
| Other: | |
| Indetify and know the basic functions of computer hardware. | Independent User |
| Know potential hazards that could damage computer hardware. | Independent User |
| Learn NHA's student computer useage policies. | Independent User |
| Know basic facts about networked computers. | Independent User |
| Uses a variety of input and output devices. (Scanner, Digital Camera, etc...) | Independent User |
| Know the differing capacities and trade-offs for computer storage media. | Develop |

| | |
|---|------------------|
| Content Standard 2: Students will demonstrate awareness, knowledge and useage in file management and basic computer operation. | |
| File Management: | |
| File Management: Save (Name, Choose a location) | Independent User |
| File Management: Retrieve saved documents | Independent User |
| File Management: Distinguish between Save and Save As | Independent User |
| File Management: Create back-up of documents. | Independent User |
| Computer Operation Skills: | |
| Computer Operation Skills: Know how to start a computer software program | Independent User |
| Computer Operation Skills: Cut, Copy, Paste | Independent User |
| Computer Operation Skills: Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button) | Independent User |
| Computer Operation Skills: Trouble-shoots simple problems. | Develop |

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database. | |
|--|------------------|
| Word Processing: | |
| Word Processing: Know how to start a new Word Processing document. | Independent User |
| Word Processing: Change the font and size of text. | Independent User |
| Word Processing: Align text with alignment buttons. | Independent User |
| Word Processing: Highlight text with the mouse. | Independent User |
| Word Processing: Change the format of text with bold, italics and underline. | Independent User |
| Word Processing: Know how to print independently. | Independent User |
| Word Processing: Use the cut and paste commands. | Independent User |
| Word Processing: Use the menu bar functions. | Independent User |
| Word Processing: Insert Clip Art | Independent User |
| Word Processing: Use Spell Check | Independent User |
| Word Processing: Learn Keyboard short-cuts (Ctrl-V = Paste, etc...) | Develop |
| Word Processing: Learn to use headers and footers. | Develop |
| Spreadsheet: | |
| Spreadsheet: Use the mouse to select a cell. | Independent User |
| Spreadsheet: Enter data into a cell. | Independent User |
| Spreadsheet: Learn spreadsheet terms. | Independent User |
| Spreadsheet: Know how to start a new Spreadsheet document. | Independent User |
| Spreadsheet: Learn to graph or chart. | Independent User |
| Spreadsheet: Learn to add/subtract cell information. | Independent User |
| Spreadsheet: Create formula functions. | Introduce |
| Database: | |
| Database: Know how to start a new Database document. | Develop |
| Database: Know database terms. | Develop |
| Database: Know how to create fields and enter information into records. | Develop |
| Database: Learn to sort the database based on one field. | Develop |
| Database: Perform a search based on one or more fields. | Develop |

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| Other: | |
|---|------------------|
| Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games. | Independent User |
| Start using multiple applications to complete one document or project. (eg. Insert a spreadsheet into a word processing document) | Develop |
| Know how formats differ among software applications and hardware platforms. | Develop |

Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations.

| Graphics: | |
|--|------------------|
| Know how to use basic painting and drawing tools. | Independent User |
| Able to put shapes together to create a picture. | Independent User |
| Know how to use advanced painting and drawing tools. | Independent User |
| Know how to select specific areas of a painting or drawing. | Independent User |
| Know how to use cut, copy, and paste with selected shapes. | Independent User |
| Know the differences between several graphic formats. | Develop |
| Desktop Publishing/Presentations: | |
| Know how to insert clip art. | Independent User |
| Learn how to select and use a template. | Independent User |
| Know how to Zoom in and out. | Independent User |
| Learn how to create a basic presentation. | Independent User |
| Use special hardware devices for input within a document (scanner, digital camera). | Independent User |
| Learn how to format a Presentation. | Develop |
| Complete a content area project. | Develop |
| Complete and present a content area project presentation using Microsoft Powerpoint. | Develop |
| Use multimedia within a document/presentation. (video, animation, sound, etc...) | Develop |

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| Content Standard 5: Students will demonstrate awareness, knowledge and usage of the World Wide Web and research tools that leverage technology. | |
|---|------------------|
| Know how to search for information within a reference-based software program. | Independent User |
| Learn Internet etiquette; do's and don't's | Independent User |
| Know basic internet terms. | Independent User |
| Manually entering an Internet Web address (URL). | Independent User |
| Learn how to search and use keywords within a search engine. | Independent User |
| Learn Internet Explorer button functions (back, forward, stop, etc..). | Independent User |
| Learn to access, send and reply with e-mail. | Independent User |
| Learn how to download graphics. | Independent User |
| Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. | Develop |

| Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual. | |
|--|------------------|
| Know ways that technology is used at home and school. | Independent User |
| Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people. | Independent User |
| Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it. | Independent User |
| Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things. | Independent User |
| Know that new inventions often lead to other new inventions and ways of doing things. | Independent User |
| Know areas in which technology has improved human lives. | Independent User |
| Understand the concept of software piracy. | Independent User |
| Know ways in which technology has influenced the course of history. | Develop |
| Know that science cannot answer all questions and technology cannot solve all human problems nor meet all human needs. | Introduce |
| Know examples of copyright violations and computer fraud and possible penalties. | Introduce |

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making.

| | |
|--|------------------|
| Know that objects occur in nature; but people can also design and make objects. | Independent User |
| Know that tools can be used to observe, measure, make things, and do things better and/or more easily. | Independent User |
| Know that people are always inventing new ways to solve problems and get work done. | Independent User |
| Identify a simple problem that can be solved using technology. | Independent User |
| Know constraints that must be considered when designing a solution to a problem. | Independent User |
| Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. | Independent User |
| Know that people have invented and used tools throughout history to solve problems and improve ways of doing things. | Independent User |
| Identify appropriate problems for technological design. | Introduce |
| Design a solution or product, taking into account needs and constraints. | Introduce |
| Implement a proposed design. | Introduce |

Scope and Sequence of Content Standards Grades 3-8

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| Content Standard 1: Students will demonstrate awareness, knowledge and appropriate usage of computer hardware components. | | | | | | |
|---|---|---|----|----|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| Mouse Skills: | | | | | | |
| Mouse Skills: Point and Click/Double Click | I | D | IU | IU | IU | IU |
| Mouse Skills: Point and Select from Menu | I | D | IU | IU | IU | IU |
| Mouse Skills: Point, Click, and Drag | I | D | IU | IU | IU | IU |
| Mouse Skills: Know the basic functional differences between left and right mouse buttons. | | | I | D | IU | IU |
| Keyboarding Skills: | | | | | | |
| Keyboarding Skills: Use Typing Tutorial Program. | | I | D | IU | IU | IU |
| Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys. | | I | D | IU | IU | IU |
| Other: | | | | | | |
| Identify and know the basic functions of computer hardware. | I | D | IU | IU | IU | IU |
| Know potential hazards that could damage computer hardware. | I | D | IU | IU | IU | IU |
| Learn NHA's student computer usage policies. | I | D | IU | IU | IU | IU |
| Know basic facts about networked computers. | | | I | D | IU | IU |
| Uses a variety of input and output devices. (Scanner, Digital Camera, etc...) | | | I | D | IU | IU |
| Know the differing capacities and trade-offs for computer storage media. | | | | I | D | IU |

| Content Standard 2: Students will demonstrate awareness, knowledge and usage in file management and basic computer operation. | | | | | | |
|---|---|---|----|----|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| File Management: | | | | | | |
| File Management: Save (Name, Choose a location) | I | D | IU | IU | IU | IU |
| File Management: Retrieve saved documents | I | D | IU | IU | IU | IU |
| File Management: Distinguish between Save and Save As | | I | D | IU | IU | IU |
| File Management: Create back-up of documents. | | | I | D | IU | IU |
| Computer Operation Skills: | | | | | | |
| Computer Operation Skills: Know how to start a computer software program | I | D | IU | IU | IU | IU |
| Computer Operation Skills: Cut, Copy, Paste | | I | D | IU | IU | IU |
| Computer Operation Skills: Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button) | | I | D | IU | IU | IU |
| Computer Operation Skills: Trouble-shoots simple problems. | | | | I | D | IU |

Introduce: Direct instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database. | | | | | | |
|---|---|---|----|----|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| Word Processing: | | | | | | |
| Word Processing: Know how to start a new Word Processing document. | I | D | IU | IU | IU | IU |
| Word Processing: Change the font and size of text. | I | D | IU | IU | IU | IU |
| Word Processing: Align text with alignment buttons. | I | D | IU | IU | IU | IU |
| Word Processing: Highlight text with the mouse. | I | D | IU | IU | IU | IU |
| Word Processing: Change the format of text with bold, italics and underline. | I | D | IU | IU | IU | IU |
| Word Processing: Know how to print independently. | I | D | IU | IU | IU | IU |
| Word Processing: Use the cut and paste commands. | | I | D | IU | IU | IU |
| Word Processing: Use the menu bar functions. | | I | D | IU | IU | IU |
| Word Processing: Insert Clip Art | | I | D | IU | IU | IU |
| Word Processing: Use Spell Check | | | I | D | IU | IU |
| Word Processing: Learn Keyboard short-cuts (Ctrl-V = Paste, etc...) | | | | I | D | IU |
| Word Processing: Learn to use headers and footers. | | | | I | D | IU |
| Spreadsheet: | | | | | | |
| Spreadsheet: Use the mouse to select a cell. | I | D | IU | IU | IU | IU |
| Spreadsheet: Enter data into a cell. | I | D | IU | IU | IU | IU |
| Spreadsheet: Learn spreadsheet terms. | | I | D | IU | IU | IU |
| Spreadsheet: Know how to start a new Spreadsheet document. | | I | D | IU | IU | IU |
| Spreadsheet: Learn to graph or chart. | | | I | D | IU | IU |
| Spreadsheet: Learn to add/subtract cell information. | | | I | D | IU | IU |
| Spreadsheet: Create formula functions. | | | | | I | D |
| Database: | | | | | | |
| Database: Know how to start a new Database document. | | | | I | D | IU |
| Database: Know database terms. | | | | I | D | IU |
| Database: Know how to create fields and enter information into records. | | | | I | D | IU |
| Database: Learn to sort the database based on one field. | | | | I | D | IU |
| Database: Perform a search based on one or more fields. | | | | I | D | IU |
| Other: | | | | | | |
| Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games. | | I | D | IU | IU | IU |
| Start using multiple applications to complete one document or project. (eg. Insert a spreadsheet into a word processing document) | | | | I | D | IU |
| Know how formats differ among software applications and hardware platforms. | | | | I | D | IU |

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations. | | | | | | |
|--|---|---|----|----|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| Graphics: | | | | | | |
| Know how to use basic painting and drawing tools. | I | D | IU | IU | IU | IU |
| Able to put shapes together to create a picture. | I | D | IU | IU | IU | IU |
| Know how to use advanced painting and drawing tools. | | | I | D | IU | IU |
| Know how to select specific areas of a painting or drawing. | | | I | D | IU | IU |
| Know how to use cut, copy, and paste with selected shapes. | | | I | D | IU | IU |
| Know the differences between several graphic formats. | | | | I | D | IU |
| Desktop Publishing/Presentations: | | | | | | |
| Know how to insert clip art. | | I | D | D | IU | IU |
| Learn how to select and use a template. | | | I | D | IU | IU |
| Know how to Zoom in and out. | | | I | D | IU | IU |
| Learn how to create a basic presentation. | | | I | D | IU | IU |
| Use special hardware devices for input within a document (scanner, digital camera). | | | I | D | IU | IU |
| Learn how to format a Presentation. | | | | I | D | IU |
| Complete a content area project. | | | | I | D | IU |
| Complete and present a content area project presentation using Microsoft Powerpoint. | | | | I | D | IU |
| Use multimedia within a document/presentation. (video, animation, sound, etc...) | | | | I | D | IU |

| Content Standard 5: Students will demonstrate awareness, knowledge and usage of the World Wide Web and research tools that leverage technology. | | | | | | |
|---|---|---|----|----|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| Know how to search for information within a reference-based software program. | I | D | IU | IU | IU | IU |
| Learn Internet etiquette; do's and don't's | I | D | IU | IU | IU | IU |
| Know basic internet terms. | I | D | IU | IU | IU | IU |
| Manually entering an Internet Web address (URL). | | | I | D | IU | IU |
| Learn how to search and use keywords within a search engine. | | | I | D | IU | IU |
| Learn Internet Explorer button functions (back, forward, stop, etc...). | | | I | D | IU | IU |
| Learn to access, send and reply with e-mail. | | | I | D | IU | IU |
| Learn how to download graphics. | | | I | D | IU | IU |
| Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. | | | | I | D | IU |

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

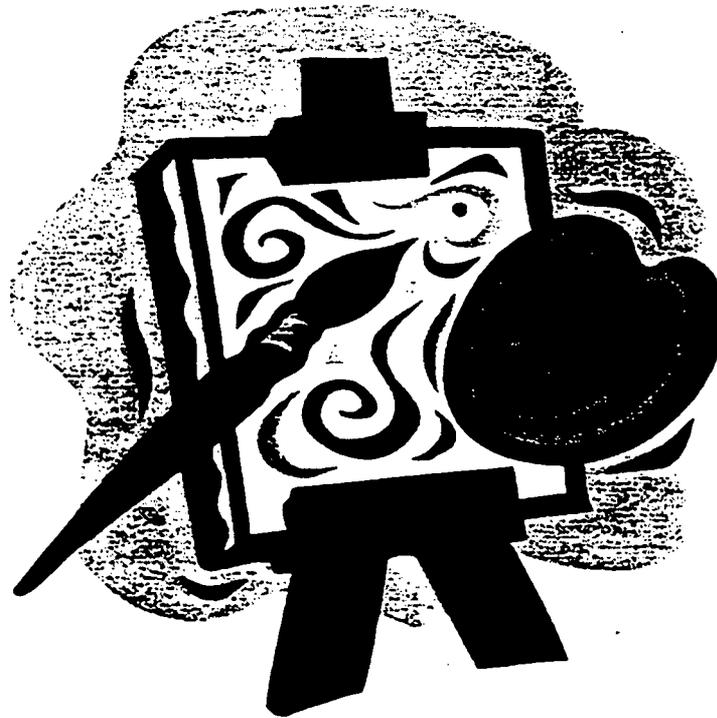
Independent User: Apply the technology objective without direction.

| Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual. | | | | | | |
|--|---|---|---|---|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| Know ways that technology is used at home and school. | | | I | D | IU | IU |
| Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people. | | | I | D | IU | IU |
| Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it. | | | I | D | IU | IU |
| Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things. | | | I | D | IU | IU |
| Know that new inventions often lead to other new inventions and ways of doing things. | | | I | D | IU | IU |
| Know areas in which technology has improved human lives. | | | I | D | IU | IU |
| Understand the concept of software piracy. | | | I | D | IU | IU |
| Know ways in which technology has influenced the course of history. | | | | I | D | IU |
| Know that science cannot answer all questions and technology cannot solve all human problems nor meet all human needs. | | | | | I | D |
| Know examples of copyright violations and computer fraud and possible penalties. | | | | | I | D |
| Know that technology and science are reciprocal. They both are the driving force behind each other. | | | | | | I |
| Know ways in which technology and society influence one another. | | | | | | I |

| Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making. | | | | | | |
|---|---|---|----|----|----|----|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| Know that objects occur in nature; but people can also design and make objects. | I | D | IU | IU | IU | IU |
| Know that tools can be used to observe, measure, make things, and do things better and/or more easily. | I | D | IU | IU | IU | IU |
| Know that people are always inventing new ways to solve problems and get work done. | I | D | IU | IU | IU | IU |
| Identify a simple problem that can be solved using technology. | | | I | D | IU | IU |
| Know constraints that must be considered when designing a solution to a problem. | | | I | D | IU | IU |
| Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. | | | I | D | IU | IU |
| Know that people have invented and used tools throughout history to solve problems and improve ways of doing things. | | | I | D | IU | IU |
| Identify appropriate problems for technological design. | | | | | I | D |
| Design a solution or product; taking into account needs and constraints. | | | | | I | D |
| Implement a proposed design. | | | | | I | D |

**VISUAL ARTS
SEVENTH GRADE**

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
and Objectives**

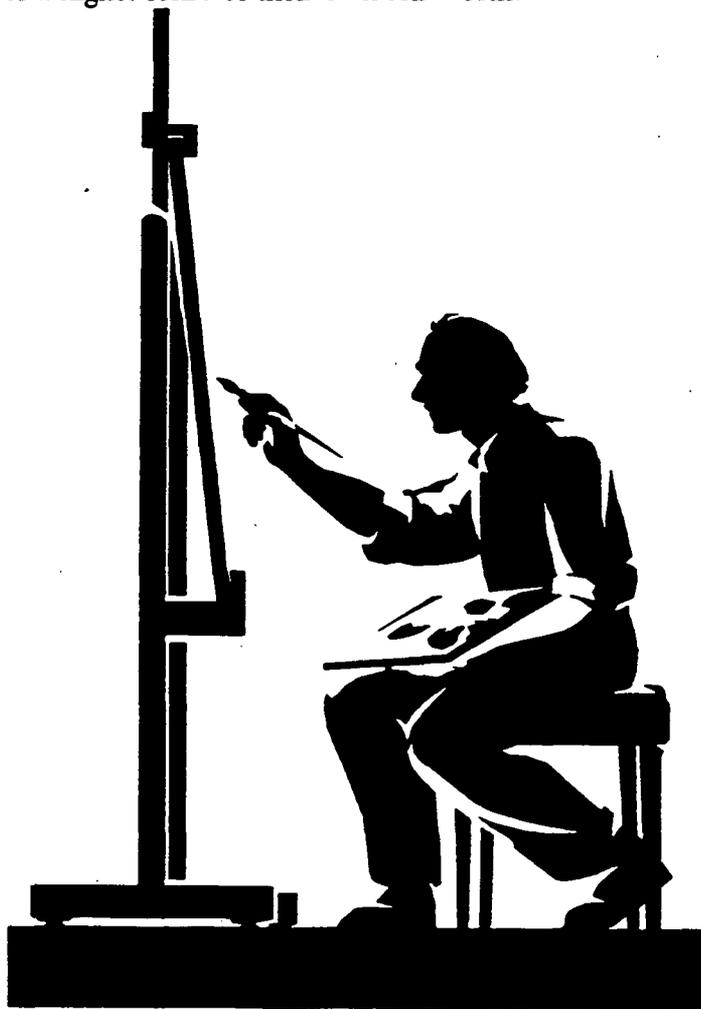


Visual Arts Mission Statement National Heritage Academies

In teaching the visual arts, we seek to provide the student with the tools to understand the significant role the visual arts play in our lives with their power to express ideas throughout history. The visual arts are an essential means of communication in our society and we seek to enable the child to use the visual arts to express his or her own unique ideas.

The visual arts curriculum will equip the learner with a philosophical, intellectual, physical, emotional, and moral foundation in the visual arts. From this foundation, we seek to enhance the critical thinking and problem-solving skills of the student through creativity and self-expression.

We believe the visual arts are essential to a child's education and provide an opportunity for each child to become a valuable and contributing member of our society, ultimately leading to a higher sense of their own self-worth.



| |
|---|
| <p style="text-align: center;">NATIONAL HERITAGE ACADEMIES VISUAL ARTS EDUCATION</p> |
|---|

Art History

The study of art history will enable students to appreciate and understand artworks and artists from various cultures past and present.

Aesthetics

Aesthetics in art education helps form the foundation of a student's understanding of the arts as a unique and important human experience. The study of aesthetics will enable the student to view, appreciate, interpret and evaluate works of art.

Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

Art criticism is an effort to fully understand works of art by precisely describing them, analyzing their components, interpreting them and making judgments about the content or form according to established standards.

Integration

Integrating art into the classroom curriculum helps the student understand the correlation between the two areas of study.

Visual Arts: Grade 7

| Content Standards |
|--|
| Seventh Grade students will: |
| 1. Formulate a position regarding meaning in works of art |
| 2. Compare formal qualities in works of art |
| 3. Understand the role of historical/cultural context for works of art |
| 4. Create expressive artwork in varied media, independently, and in collaborative groups |
| 5. Judge own artwork using methods and vocabulary of aesthetics and art criticism |

I. Art History: Periods and Schools

A. IMPRESSIONISM

- Examine characteristics of Impressionism in
 - Claude Monet, *Impression: Sunrise, Bridge Over a Pool of Lilies*
 - Pierre Auguste Renoir, *Luncheon of the Boating Party*
 - Edgar Degas, a ballet painting such as *Dancing Class*
 - Mary Cassat, *The Boating Party*

B. POST-IMPRESSIONISM

- Examine characteristics of Post-Impressionism in
 - Paul Cezanne: a still life such as *Apples and Oranges*, a version of *Mont Sainte-Victoire*, *The Card Players*
 - Georges Seurat and pointillism: *Sunday Afternoon on the Island of the Grand Jatte*
 - Vincent van Gogh: *The Starry Night*, one of his *Sunflowers*; a self-portrait such as *Self-Portrait (1889)*
 - Paul Gauguin: *Vision After the Sermon, Hail Mary (la Orana Maria)*
 - Henri Toulouse-Lautrec, *At the Moulin Rouge*
 - Art Nouveau as a pervasive style of decoration

C. EXPRESSIONISM AND ABSTRACTION

- Examine representative artists and works, including
 - Henri Matisse: *Madame Matisse, The Red Room*, cutouts such as *Beasts of the Sea*
 - Edvard Munch, *The Scream*
 - Marc Chagall, *I and the Village*
 - Pablo Picasso's early works, including *Family of Saltimbanques*
- Cubism
 - Pablo Picasso, *Les Femmes d'Alger (O. J. R. M.)*
 - Marcel Duchamp, *Nude Descending a Staircase*
- Picasso after Cubism: *Girl before a Mirror, Guernica*
- Other developers of abstraction
 - Vassily Kandinsky, *Improvisation 31 (Sea Battle)*
 - Paul Klee, *Senecio* (also known as *Head of a Man*)
 - Piet Mondrain, *Broadway Boogie Woogie*
 - Salvador Dali and surrealism: *The Persistence of Memory*

D. MODERN AMERICAN PAINTING

- Examine representative artists and works, including
 - Edward Hopper, *Nighthawks*
 - Andrew Wyeth, *Christina's World*
 - Georgia O'Keeffe, *Red Poppies*
- Regionalists, social realists, and genre painters
 - Grant Wood, *American Gothic*
 - Diego Rivera (Mexican), *Detroit Industry*
 - Norman Rockwell, *Triple Self-Portrait*



**MUSIC
SEVENTH GRADE**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 7-2000**



NHA MUSIC PHILOSOPHY

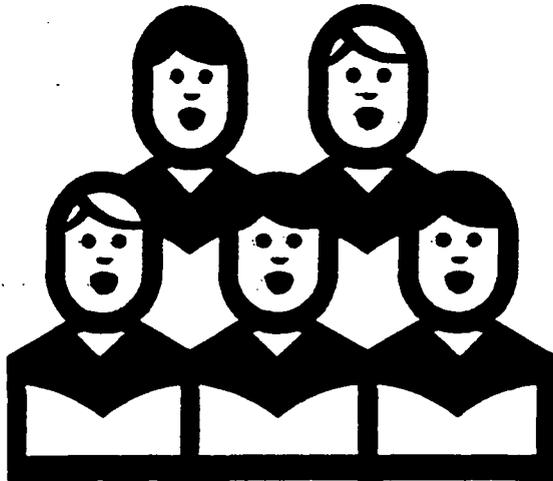
Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



MIDDLE SCHOOL MUSIC
GRADES 6, 7, and 8

Grade 6 - Music Required - Choices
Choir, Band, or Orchestra



Grade 7 - Music Required - Choices
Choir, Band, or Orchestra



Grade 8 - Music Elective (Optional) - Choir, Band, Orchestra



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards).

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page # 89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue # 6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 7 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

| | | | | |
|---------------|--|--------|-------|-------|
| 0-02-295373-6 | Pupil Edition | 48.00 | _____ | _____ |
| 0-02-295393-0 | Teacher's Edition (with Piano Accompaniment) | 141.00 | _____ | _____ |
| 0-02-295382-5 | Teacher's Edition | 84.00 | _____ | _____ |
| 0-02-295420-1 | Teacher's Resource Package | 96.00 | _____ | _____ |
| 0-02-295429-5 | Teacher's Resource Masters | 17.25 | _____ | _____ |
| 0-02-295442-2 | Compact Discs | 507.00 | _____ | _____ |

VIDEOTAPE PACKAGES

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295485-6 | Sounds of Percussion Videotape, Gr. 4-8 | 36.99 | _____ | _____ |
| 0-02-295486-4 | Blending Musical Styles Videotape, Gr. 4-8 | 36.99 | _____ | _____ |
| 0-02-295487-2 | Making a Music Videotape, Gr. 4-8 | 36.99 | _____ | _____ |
| 0-02-295488-0 | The Mariachi Tradition Videotape, Gr. 1-8 | 38.49 | _____ | _____ |
| 0-02-295492-9 | Introduction to the Computer in Music Videotape Gr. 3-8 | 36.72 | _____ | _____ |
| 0-02-295493-7 | Composing Made Easy Videotape, Gr. 5-8 | 36.99 | _____ | _____ |

TECHNOLOGY

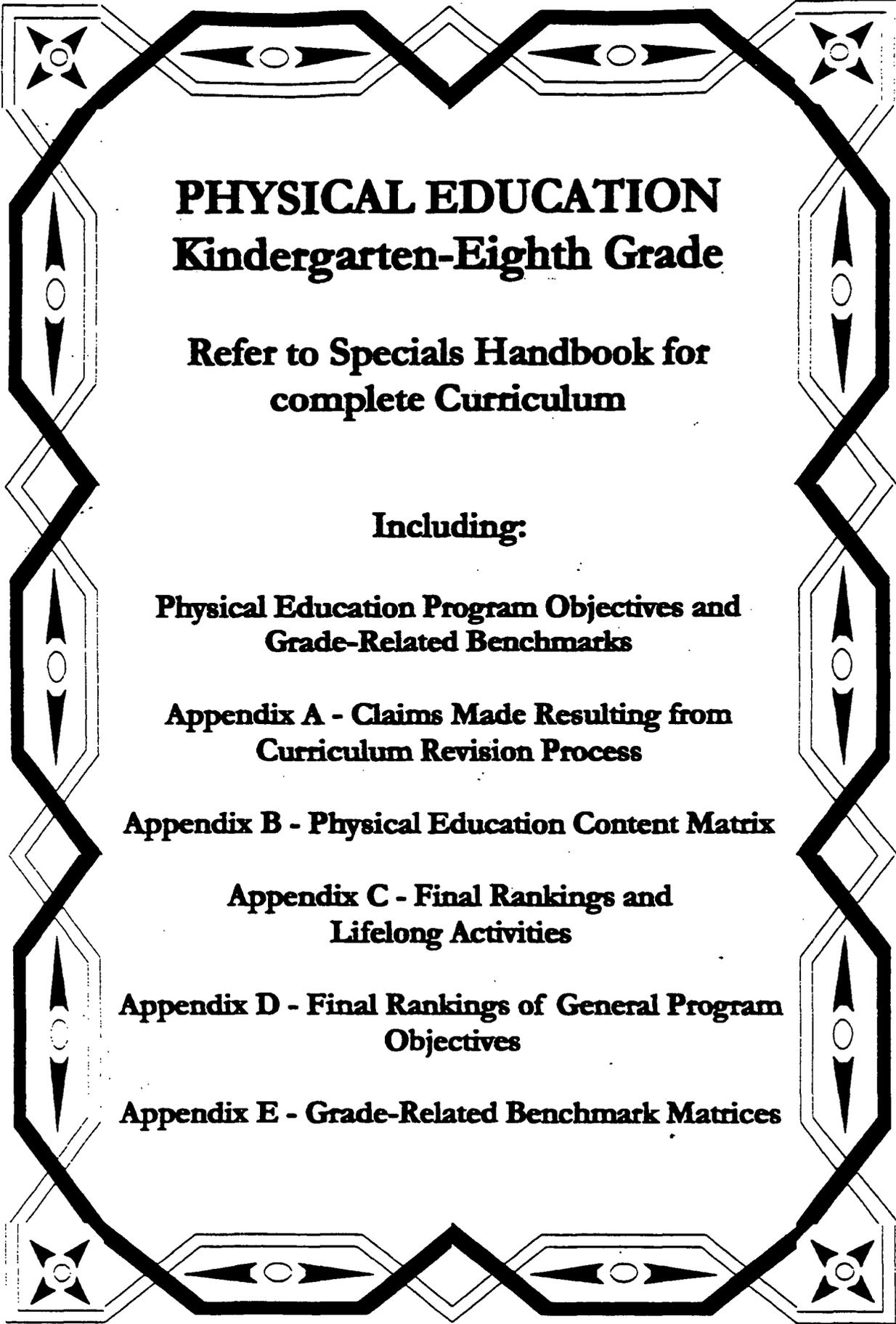
| | | | | |
|---------------|--------------------------|--------|-------|-------|
| 0-02-295231-4 | Standard Package | 88.08 | _____ | _____ |
| 0-02-295237-3 | Site License Package | 333.00 | _____ | _____ |
| 0-02-295298-5 | District License Package | 828.00 | _____ | _____ |

GUITAR 101: THE FENDER METHOD CD-ROM

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295532-1 | Guitar 101: The Fender Method CD-ROM (win) | 29.99 | _____ | _____ |
|---------------|--|-------|-------|-------|

G-VOX GUITAR CD-ROM

| | | | | |
|---------------|---------------------------|-------|-------|-------|
| 0-02-295533-X | G-VOX Guitar CD-ROM (win) | 99.00 | _____ | _____ |
|---------------|---------------------------|-------|-------|-------|



**PHYSICAL EDUCATION
Kindergarten-Eighth Grade**

**Refer to Specials Handbook for
complete Curriculum**

Including:

**Physical Education Program Objectives and
Grade-Related Benchmarks**

**Appendix A - Claims Made Resulting from
Curriculum Revision Process**

Appendix B - Physical Education Content Matrix

**Appendix C - Final Rankings and
Lifelong Activities**

**Appendix D - Final Rankings of General Program
Objectives**

Appendix E - Grade-Related Benchmark Matrices

Eighth Grade

Curriculum Handbook 2001-2002

National Heritage Academies™



MISSION

Challenging children to achieve their greatest potential.

VISION

Our shared vision is to build a national organization of over 200 charter schools that become the finest K-8 schools in the country. Using a partnership with parents as our foundation, we will achieve this by combining rigorous, "back-to-basics" academics, strong moral development, and a universal commitment to all children.

PHILOSOPHY

National Heritage is guided by a few key principles that guide us in all our program decisions. First, we believe that a school environment with high academic and social expectations is necessary for students to thrive. Second, the company believes that parents have the ultimate responsibility for their children's education and, thus, will choose what is best for their children. Third, we believe that a school should support and reinforce the moral guidance a child receives at home. And, finally, we believe that a child's self-esteem is developed through diligence and achievement.

**The NHA Curriculum Handbooks are dedicated
to the 2001-2002 Teacher Presenter Team**

| Teacher Presenter | School |
|--------------------------|-------------------|
| Laura Bartlett | Greensboro |
| Michelle Bauman | Paramount |
| Jane Beal | Vista |
| James Robert Brown | Greensboro |
| Linda Chaffee | Walker |
| Kim Chapin | Eagle Crest |
| Melissa Flickinger | Chandler Woods |
| Daphne Franklin | South Arbor |
| Mary Claire Fu | Eagle Crest |
| Erin Greenop | Walker |
| Heather Guerra | Knapp |
| Tuwanda Hairston | Research Triangle |
| Casey Helmreich | North Saginaw |
| Sarah Huddleston | Forsyth |
| Emilie Johnson | Forsyth |
| Jeff Johnston | Greensboro |
| Diane Kennedy | Greensboro |
| Kimberly Kobylik | Linden |
| Kevin Kooiker | Vista |
| Johann Linna | Ridge Park |
| Mandy Lohman | Cross Creek |
| Angela Newton | Paramount |
| Nicole Pachulski | Walker |
| Kaylin Rhoades | Endeavor |
| Cynthia Ruble | Forsyth |
| Mary Scheidel | Cross Creek |
| Elizabeth Sinclair | Endeavor |
| Lois Smith | Cross Creek |
| Angie Spears | Excel |
| Kirt Stevens | Vista |
| Rudy Swofford | Greensboro |
| Krista Tolchin | Endeavor |
| Dawn Tubbs | Linden |
| Marsha VanderSloot | Vanguard |
| Kathy Watson | North Saginaw |
| Rebecca Weliver | South Arbor |
| Kathy White | Greensboro |
| Cathy Wygmans | Eagle Crest |
| Ellen Zainea | Knapp |

Corporate Education Team
1-616-222-1700

| Team Member | Title/Email Address |
|--------------------|---|
| Todd Avis | Director of Curriculum and Development tavis@heritageacademies.com |
| Judy Welch | Educational Services Manager jwelch@heritageacademies.com |
| David Baas | Director of Special Education dbaas@heritageacademies.com |
| Cindy Covell | Curriculum Specialist ccovell@heritageacademies.com |
| Randy Creswell | Science Specialist rcreswell@heritageacademies.com |
| Ann Schultheis | Core Knowledge Consultant aschultheis@heritageacademies.com |
| Amy Lambries | Library Specialist alambries@heritageacademies.com |
| Tom Stout | Coordinator of Teacher Development tstout@heritageacademies.com |
| Sallie Borrink | Special Projects Coordinator sallieANN9@aol.com |
| Mary Elizabeth Lee | Special Education Assistant mlee@heritageacademies.com |
| Jennifer Maze | Administrative Assistant jmaze@heritageacademies.com |

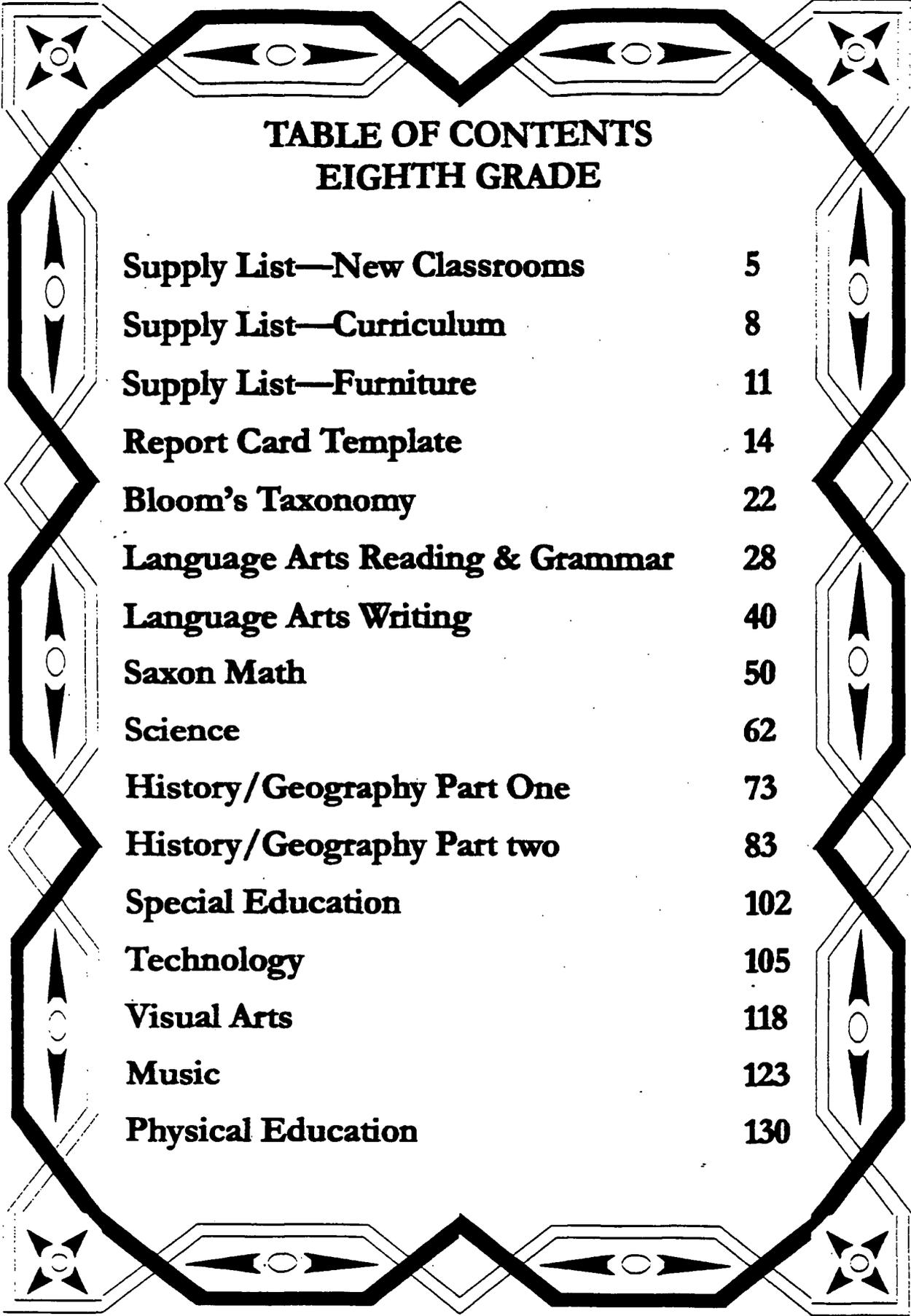
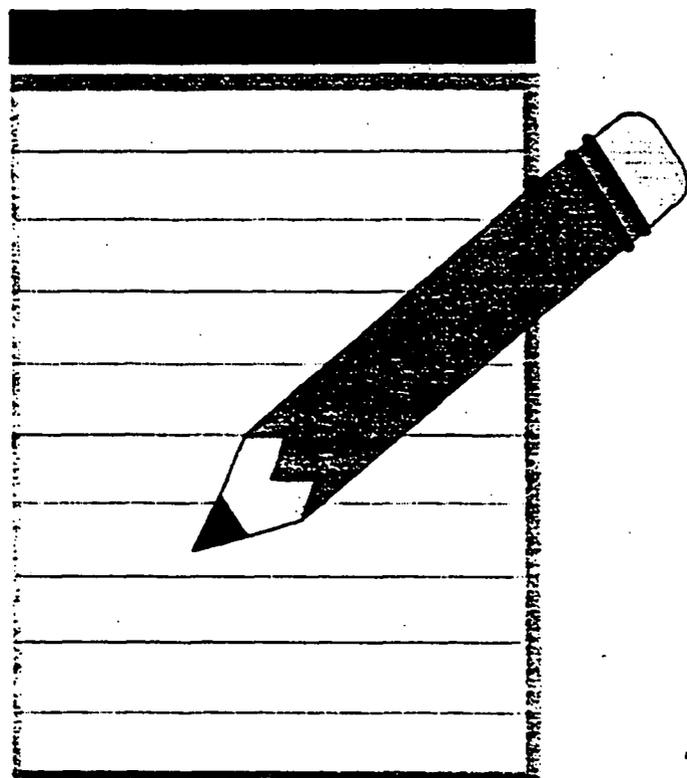


TABLE OF CONTENTS EIGHTH GRADE

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SUPPLY LIST EIGHTH GRADE

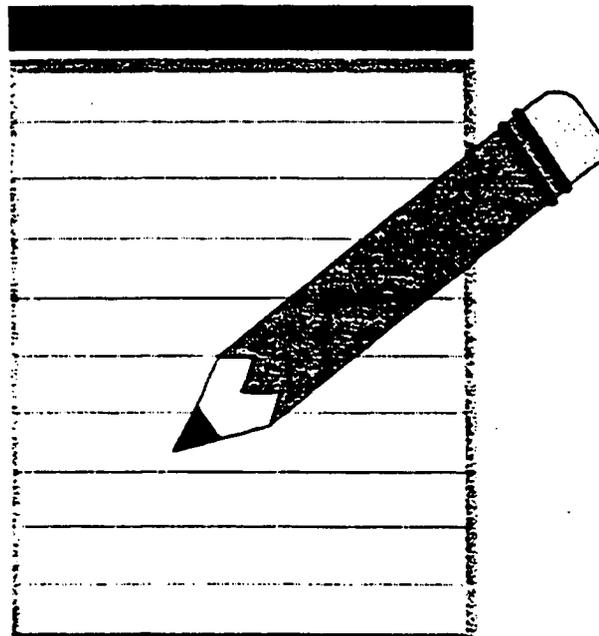
**The supplies are provided by NHA in
new classrooms in new and existing
schools.**



| 3RD GRADE - 8TH GRADE: START-UP SUPPLY LIST | | | | | | | |
|---|------|------|---------|--------------------------------------|------|------------|-------------|
| QTY | ORD. | UNIT | STOCK # | DESCRIPTION | PAGE | UNIT PRICE | TOTAL PRICE |
| 2 | | GR | 041217 | #2 PENCIL BX/144 | 16 | 8.12 | 16.24 |
| 1 | | BX | 000783 | LARGE BLOCK ERASER BX/40 | 18 | 4.93 | 4.93 |
| 2 | | DZ | 027465 | BLACK ROUND STIC PEN MED BX/12 | 19 | 1.14 | 2.28 |
| 2 | | DZ | 027466 | RED ROUND STIC PEN MED BX/12 | 19 | 1.14 | 2.28 |
| 2 | | DZ | 027469 | BLUE ROUND STIC PEN MED BX/12 | 19 | 1.14 | 2.28 |
| 12 | | EA | 038850 | CLASS. SEL. HIGHLIGHTER - YELLOW | 25 | 0.14 | 1.68 |
| 1 | | ST | 059178 | FINE VIS-A-VIS PEN SET/4 | 253 | 2.66 | 2.66 |
| 12 | | ST | 408115 | WATERCOLOR MARKER ST/12 | 26 | 1.78 | 21.36 |
| 2 | | EA | 023194 | EXPO II CLEANER. 8 OZ. | 27 | 1.69 | 3.38 |
| 3 | | EA | 059640 | EXPO DRY ERASER | 27 | 1.88 | 5.64 |
| 2 | | ST | 059460 | EXPO MARKER SET/4 | 28 | 3.40 | 6.80 |
| 24 | | EA | 015348 | WOODEN 12" RULER | 34 | 0.25 | 6.00 |
| 12 | | EA | 015363 | YARDSTICK W/METAL END | 34 | 1.62 | 19.44 |
| 1 | | EA | 038342 | 1670 SCHOOL PRO ELEC SHARPENER | 37 | 35.40 | 35.40 |
| 1 | | EA | 025983 | 3-HOLE PAPER PUNCH | 38 | 4.17 | 4.17 |
| 2 | | EA | 039423 | HAND HELD PAPER PUNCH 1-HOLE | 38 | 0.59 | 1.18 |
| 1 | | EA | 061131 | SWINGLINE 711 BLACK STAPLER | 40 | 6.66 | 6.66 |
| 1 | | EA | 061149 | SWINGLINE 747 BLACK STAPLER | 40 | 10.61 | 10.61 |
| 2 | | BX | 061059 | STANDARD STAPLES | 41 | 0.52 | 1.04 |
| 2 | | EA | 000354 | 9" TEACHER SHEARS | 43 | 4.50 | 9.00 |
| 1 | | EA | 371774 | 8" BENT TRIMMER SHEARS | 43 | 1.52 | 1.52 |
| 24 | | EA | 000327 | 5" CLIP QUALITY SCISSORS | 45 | 0.63 | 15.12 |
| 12 | | RL | 040722 | 1/2"X36YD PERMANENT MEND TAPE | 46 | 0.60 | 7.20 |
| 12 | | RL | 040587 | 3/4" UTILITY MASKING TAPE | 47 | 0.70 | 8.40 |
| 1 | | EA | 023127 | C-38 BLACK TAPE DISPENSER | 48 | 2.09 | 2.09 |
| 25 | | EA | 023135 | SMALL WASHABLE GLUESTICK | 50 | 0.38 | 9.50 |
| 4 | | EA | 035334 | TAC'N STIK REUSEABLE ADHESIVE | 53 | 1.09 | 4.36 |
| 5 | | BX | 000057 | PAPER CLIPS, STANDARD | 54 | 0.12 | 0.60 |
| 5 | | BX | 000072 | PAPER CLIPS, JUMBO | 54 | 0.31 | 1.55 |
| 1 | | BX | 036981 | 2" BOOK RINGS, BOX/50 | 54 | 4.70 | 4.70 |
| 2 | | BX | 059964 | 3/8" THUMB TACKS | 55 | 0.24 | 0.48 |
| 1 | | BX | 012291 | CLEAR REPORT COVER BX/50 | 58 | 9.60 | 9.60 |
| 3 | | BX | 023254 | ASSORTED PORTFOLIO BX/25 | 59 | 4.85 | 14.55 |
| 10 | | PK | 048267 | 3"X5" BLANK INDEX CARDS | 62 | 0.43 | 4.30 |
| 10 | | PK | 048270 | 3"X5" RULED INDEX CARDS | 62 | 0.43 | 4.30 |
| 1 | | BX | 070311 | 1/5 CUT LET HANGING FILE FOLDER | 64 | 4.88 | 4.88 |
| 1 | | BX | 015741 | 1/3 CUT FILE FOLDERS | 65 | 5.63 | 5.63 |
| 1 | | EA | 038946 | 14 MO. DESK PAD CALENDAR 2001/2002 | 70 | 1.64 | 1.64 |
| 1 | | EA | 206771 | SWIVEL DESKMATE ORGANIZER | 72 | 7.27 | 7.27 |
| 3 | | EA | 021354 | DESK TRAY, BLACK | 73 | 1.76 | 5.28 |
| 24 | | EA | 043530 | LEGAL CLIPBOARD | 76 | 0.80 | 19.20 |
| 1 | | EA | 038434 | TI-34 SCIENTIFIC CALCULATOR | 79 | 23.76 | 23.76 |
| 12 | | EA | 040269 | #79 INTERMEDIATE DICTIONARY | 95 | 10.66 | 127.92 |
| 12 | | EA | 040266 | #78 STUDENTS THESAURUS | 97 | 10.66 | 127.92 |
| 25 | | EA | 522155 | 11X7 ASSIGNMENT BOOK | 108 | 1.27 | 31.75 |
| 5 | | RM | 000513 | 8.5"X11" FILLER PAPER W/MARG | 118 | 3.12 | 15.60 |
| 2 | | RL | 006483 | 3"X200' MANILA SENTENCE ROLL | 126 | 2.99 | 5.98 |
| 1 | | PK | 204686 | 18"X24" 125# MANILA TAGBOARD | 130 | 7.56 | 7.56 |
| 1 | | PK | 314478 | 18"X24" 125# WHITE TAGBOARD | 130 | 7.56 | 7.56 |
| 1 | | PK | 215982 | 12"X18" TAG BOARD -ASST COLOR PK/100 | 130 | 8.49 | 8.49 |
| 2 | | PK | 053958 | TRU 9"x12" MAGENTA CONST. PPR. | 133 | 1.09 | 2.18 |

SUPPLY LIST EIGHTH GRADE

**This is a comprehensive list of materials
needed to teach National Heritage
Academies' curriculum.
Each teacher must have access to these
supplies and materials.
Please see your principal for access.**



| Vendor | Grade | Description | Quantity | Individual Price | Total |
|---------------------|--------|---|----------|------------------|----------|
| George F. Cram Co. | Eighth | U.S./World Explorer Phys. Pol. Combo Map w/ insets | 1 | \$242.50 | \$242.50 |
| Debby & Co. | Eighth | Basic Economics | 1 | \$9.95 | \$9.95 |
| Debby & Co. | Eighth | Democracy for Young Americans | 1 | \$13.95 | \$13.95 |
| Debby & Co. | Eighth | Immigration | 1 | \$10.95 | \$10.95 |
| Debby & Co. | Eighth | We the People (Duplicating Masters) | 1 | \$9.95 | \$9.95 |
| Debby & Co. | Eighth | Various Science Books **See AcademyLink Purchase Order form** | | | |
| Educ. Consult. Svc. | Eighth | Teaching Gifted Kids in the Regular Classroom | 1 | \$25.00 | \$25.00 |
| Educator's Pub. | Eighth | Book 5, Vocabulary (1p/s) | 1 | \$4.75 | \$4.75 |
| Educator's Pub. | Eighth | Teacher's Key | 1 | \$3.65 | \$3.65 |
| Educator's Pub. | Eighth | Test, Book 5 (Package of 6) | 1 | \$5.35 | \$5.35 |
| Flinn | Eighth | Various Science Equipment **See AcademyLink Purchase Order form** | | | |
| Frey | Eighth | Various Science Consumable Supplies **See AcademyLink Purchase Order form** | | | |
| Glencoe/McGraw | Eighth | The American Journey History - Student Edition (1p/s) | 1 | \$53.97 | \$53.97 |
| Glencoe/McGraw | Eighth | The American Journey History - Teacher Edition | 1 | 77.97 | \$77.97 |
| Glencoe/McGraw | Eighth | The World & Its People Geography - Student Edition (1p/s) | 1 | \$50.97 | \$50.97 |
| Glencoe/McGraw | Eighth | The World & Its People Geography - Teacher Edition | 1 | \$73.50 | \$73.50 |
| Great Source | Eighth | Daily Geography | 1 | \$21.95 | \$21.95 |
| Great Source | Eighth | Daily Geography Student Book (10pk) | 1 | \$21.95 | \$21.95 |
| Great Source | Eighth | Daily Oral Language | 1 | \$21.95 | \$21.95 |
| Great Source | Eighth | Daily Oral Language Student Book (10pk) | 1 | \$21.95 | \$21.95 |
| Hirsch | Eighth | Books To Build On | 1 | \$10.95 | \$10.95 |
| Hirsch | Eighth | Core Knowledge Sequence Content Guidelines | 1 | \$22.50 | \$22.50 |
| Hirsch | Eighth | Realms of Gold, Vol. 3 (1p/s) | 1 | \$19.95 | \$19.95 |
| Hirsch | Eighth | The Schools We Need and Why We Don't Have Them | 1 | \$24.95 | \$24.95 |
| Holt, Rinehart | Eighth | (Adelante) Grammar and Vocab Workbook, TE w/ Key (1p/s) | 1 | \$11.25 | \$11.25 |
| Holt, Rinehart | Eighth | Adelante - Annotated Teacher's Edition | 1 | \$51.15 | \$51.15 |
| Holt, Rinehart | Eighth | Adelante - Audiocassette Program | 1 | \$129.00 | \$129.00 |
| Holt, Rinehart | Eighth | Adelante - Pupil's Edition | 1 | \$37.95 | \$37.95 |
| Holt, Rinehart | Eighth | Adelante - Video Program | 1 | \$198.00 | \$198.00 |
| Holt, Rinehart | Eighth | Elements of Writing - Student Edition (1p/s) | 1 | \$42.75 | \$42.75 |
| Holt, Rinehart | Eighth | Elements of Writing - Teacher Edition | 1 | \$68.70 | \$68.70 |
| Network | Eighth | Cumulative Writing Folder (25 w/ TE) | 1 | \$15.00 | \$15.00 |
| Network | Eighth | Developing Writing and Thinking Skills | 1 | \$6.00 | \$6.00 |
| Network | Eighth | Five Types of Writing Assignments (Poster) | 1 | \$4.00 | \$4.00 |
| Network | Eighth | Implementing the Cumulative Writing Folder | 1 | \$10.00 | \$10.00 |
| Network | Eighth | Selecting and Teaching Focus Correction Areas: Plan Guide | 1 | \$6.00 | \$6.00 |

| | | | | | |
|-----------------|--------|--|---|---------|---------|
| Network | Eighth | Writers Marks (Poster) | 1 | \$4.00 | \$4.00 |
| Prentice Hall | Eighth | Various Science Books (one set per grade) **See AcademyLink Purchase Order form** | | | |
| Saxon | Eighth | Solutions Manual | 1 | \$27.00 | \$27.00 |
| Saxon | Eighth | Student Edition Algebra 1/2 (1p/s) | 1 | \$45.00 | \$45.00 |
| Saxon | Eighth | Teacher's Edition | 1 | \$45.00 | \$45.00 |
| Saxon | Eighth | Test Masters | 1 | \$45.00 | \$45.00 |
| SRA/McGraw Hill | Eighth | Reading Labs - OPTIONAL **See AcademyLink Purchase Order form** | | | |

**SUPPLY LIST
FURNITURE
EIGHTH GRADE**



**2000-2001 FURNITURE TABLES PER ROOM
24 Students Per Classroom**

Sixth, Seventh, Eighth – CSU = one classroom

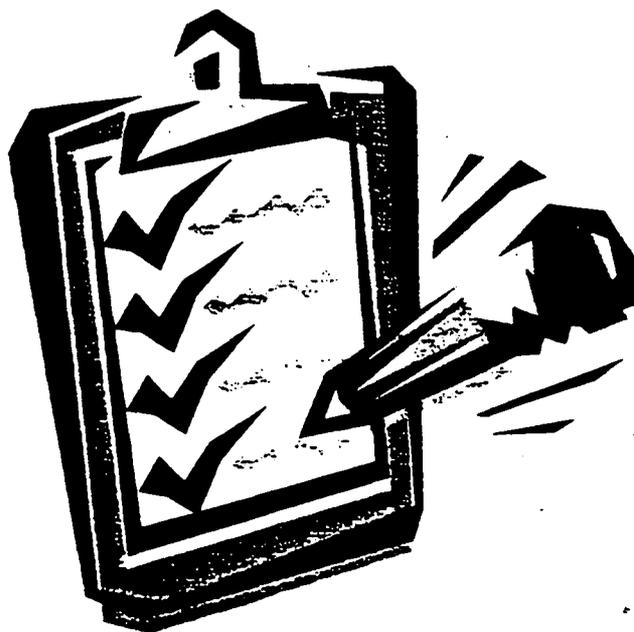
| Ref. # | Item | Description | Amt. | Ordered By |
|--------|-------------------|----------------------------|------|------------|
| 1 | Teacher Desk | HON34961 Double Ped | 1 | NHA |
| 2 | Teacher Chair | HON 7901 Task Chair | 1 | NHA |
| 3 | 4-Drawer File | Hon 524 4 Drawer File | 1 | NHA |
| 5 | Tackboard 2x4 | Best Rite 311AC | 1 | Bouma |
| 6 | Tackboard 4x8 | Best Rite 311AH | 2 | Bouma |
| 7 | Markerboard 5x10 | Best Rite 202AL | 1 | Bouma |
| | Tack Strip 5x10 | 532K | 1 | Bouma |
| 15 | CSU | Artco Bell U457 Combo Desk | 24 | NHA |
| 19 | Kidney Table | Artco Bell 1275 48x72 | 1 | NHA |
| 21 | Computer Table | Artco Bell CD60 | 1 | NHA |
| 12 | Large Chair | Artco Bell 7107 17 1/2" | 6 | NHA |
| 8C | 4 shelf Bookshelf | Lee Metal 48" | 3 | NHA |
| | Flag Bracket | | 1 | Bouma |
| | Computer | | 1 | NHA Tech |
| | Waste Basket | Large & Small | 1 ea | Foremost |
| | Pencil Sharpener | | 1 | Bouma |
| | Clock | | 1 | Bouma |
| | Telephone | | 1 | Moss |

Sixth, Seventh, Eighth - Tables - 2 classrooms

| Ref. # | Item | Description | Amt. | Ordered By |
|--------|-------------------|-------------------------|------|------------|
| 1 | Teacher Desk | HON34961 Double Ped | 1 | NHA |
| 2 | Teacher Chair | HON 7901 Task Chair | 1 | NHA |
| 3 | 4-Drawer File | Hon 524 4 Drawer File | 1 | NHA |
| 5 | Tackboard 2x4 | Best Rite 311AC | 1 | Bouma |
| 6 | Tackboard 4x8 | Best Rite 311AH | 2 | Bouma |
| 7 | Markerboard 5x10 | Best Rite 202AL | 1 | Bouma |
| | Tack Strip 2x10 | 532K | 1 | Bouma |
| 17 | Rect. Table - T | Artco Bell 1930 30 x 20 | 12 | NHA |
| 19 | Kidney Table | Artco Bell 1275 48x72 | 1 | NHA |
| 21 | Computer Table | Artco Bell CD60 | 1 | NHA |
| 12 | Large Chair | Artco Bell 7107 17 1/2" | 30 | NHA |
| 8C | 4 shelf Bookshelf | Lee Metal 48" | 3 | NHA |
| | Flag Bracket | | 1 | Bouma |
| | Computer | | 1 | NHA Tech |
| | Waste Basket | Large & Small | 1 ea | Foremost |
| | Pencil Sharpener | | 1 | Bouma |
| | Clock | | 1 | Bouma |
| | Telephone | | 1 | Moss |

REPORT CARD EIGHTH GRADE

**Template for 2001-2002
All teachers will use the
AcademyLink report module
for Fall 2001**



Eighth Grade Report Card

1334

| | Marking Period | | | |
|-------------------|----------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| English | | | | |
| Spelling | | | | |
| Grammar | | | | |
| Penmanship | | | | |
| Composition | | | | |
| Vocabulary | | | | |
| Oral presentation | | | | |
| Work Habits | | | | |
| Social Behaviors | | | | |
| Comments: | | | | |

| | | | | |
|------------------|--|--|--|--|
| Reading | | | | |
| Comprehension | | | | |
| Fluency | | | | |
| Literature | | | | |
| Work Habits | | | | |
| Social Behaviors | | | | |
| Comments: | | | | |

| | | | | |
|--------------------|--|--|--|--|
| Mathematics | | | | |
| Computation | | | | |
| Problem solving | | | | |
| Work Habits | | | | |
| Social Behaviors | | | | |
| Comments: | | | | |

| | | | | |
|-------------------------------------|--|--|--|--|
| History/Geography/Government | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | |
|------------------|-------------|--|--|--|
| Science | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | 1335 | | | |

| | | | | |
|---|--|--|--|--|
| Music | | | | |
| General music | | | | |
| Demonstrates appropriate attitude toward subject | | | | |
| Demonstrates basic music concepts | | | | |
| Listens and participates | | | | |
| Music Theory | | | | |
| Demonstrates ability to play melody and accompaniment | | | | |
| Demonstrates ability to notate music | | | | |
| Demonstrates compositional skills and understanding | | | | |
| Demonstrates keyboarding/instrumental skills | | | | |
| Demonstrates reading notated music | | | | |
| Understands basic music terminology and symbols | | | | |
| Music history/listening | | | | |
| Demonstrates knowledge of composers studied | | | | |
| Demonstrates music listening skills | | | | |
| Identifies compositions studied | | | | |
| Identifies families of instruments | | | | |
| Identifies instruments by sight and sound | | | | |
| Recorders | | | | |
| Comes prepared to class | | | | |
| Demonstrates fingering/playing skills | | | | |
| Demonstrates reading music notation | | | | |
| Participates in group/ensemble | | | | |
| Turns in homework and graded project work | | | | |
| Instrumental/choral music | | | | |
| Comes prepared to class | | | | |
| Completes homework and graded projects | | | | |
| Concert performance and attendance | | | | |
| Demonstrates appropriate playing/singing skills | | | | |
| Demonstrates appropriate reading skills | | | | |
| Participates in group/ensemble | | | | |
| Understands music terminology and symbols | | | | |
| Comments: | | | | |

| | | | | |
|-------------------------------------|--|--|--|--|
| Art | | | | |
| Uses time wisely | | | | |
| Demonstrates good conduct | | | | |
| Demonstrates grade level art skills | | | | |
| Graded work | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| Physical Education | | | | |
|---|-------------|--|--|--|
| Participates in class activities | | | | |
| Demonstrates appropriate skill development | | | | |
| Demonstrates appropriate cognitive skills through testing | | | | |
| Demonstrates positive attitude toward subject | | | | |
| Demonstrates teamwork | | | | |
| Demonstrates sportsmanship | | | | |
| Overall performance | | | | |
| Comments: | 1336 | | | |

| Moral Focus | | | | |
|--|--|--|--|--|
| Justice – the principle of just dealing or right action | | | | |
| Accepts responsibility for own actions | | | | |
| Demonstrates compassion and kindness | | | | |
| Temperance – moderation in thought, action, or feeling | | | | |
| Completes assignments on time | | | | |
| Submits homework on time | | | | |
| Uses time wisely | | | | |
| Works without disturbing others | | | | |
| Prudence – the ability to govern and discipline oneself | | | | |
| Displays good manners | | | | |
| Displays self-control | | | | |
| Respectful of property, other students, and adults | | | | |
| Works cooperatively | | | | |
| Fortitude – the strength of mind to endure with courage | | | | |
| Follows directions | | | | |
| Listens attentively | | | | |
| Works independently | | | | |
| Comments: | | | | |

| French/Elective | | | | |
|------------------------|--|--|--|--|
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| Spanish/Elective | | | | |
|-------------------------|--|--|--|--|
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | |
|-----------------------|-------------|--|--|--|
| Latin/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | 1337 | | | |

| | | | | |
|--------------------------------------|--|--|--|--|
| Computers-Technology/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|-----------------------|--|--|--|--|
| Chess/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|-----------------------|--|--|--|--|
| Drama/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|---------------------------|--|--|--|--|
| Book Club/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | |
|-------------------------------------|-------------|--|--|--|
| Odyssey of the Mind/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | 1338 | | | |

| | | | | |
|------------------------------------|--|--|--|--|
| Physical Education/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|----------------------------------|--|--|--|--|
| Science Olympiad/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|------------------------|--|--|--|--|
| Civics/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| Student Senate/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

| | | | | |
|--------------------------|--|--|--|--|
| Yearbook/Elective | | | | |
| Work Habits | | | | |
| Social Behavior | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | | |
|----------------------------|--|--|--|--|--|
| Leadership/Elective | | | | | |
| Work Habits | | | | | |
| Social Behavior | | | | | |
| Comments: | | | | | |

| | | | | | |
|----------------------------|--|--|--|--|--|
| Journalism/Elective | | | | | |
| Work Habits | | | | | |
| Social Behavior | | | | | |
| Comments: | | | | | |

| | | | | | |
|------------------------------|--|--|--|--|--|
| Study Skills/Elective | | | | | |
| Work Habits | | | | | |
| Social Behavior | | | | | |
| Comments: | | | | | |

| | | | | | |
|------------------------------------|--|--|--|--|--|
| Health and Fitness/Elective | | | | | |
| Work Habits | | | | | |
| Social Behavior | | | | | |
| Comments: | | | | | |

Student Name: _____ Teacher: _____

Final Comments:

1340

Report Card Legend

| Letter Grade | Remarks |
|--------------|----------------------------|
| A | Excellent |
| B | Good |
| C | Satisfactory |
| D | Needs Improvement |
| F | Does not meet requirements |

| Skill Scale | Remarks |
|-------------|---|
| 4 | Student shows accuracy, appropriateness, quality, and originality. |
| 3 | Can apply the skill or concept correctly and independently. |
| 2 | Shows some understanding. Errors or misunderstandings occur. Teacher reminders, hints, and suggestions are necessary. |
| 1 | Cannot complete the task or skill independently. Shows little understanding of the concept. Quality is lacking. |

Assigned to : _____ Grade

Student Name: _____ Teacher: _____

BLOOM'S TAXONOMY EIGHTH GRADE

Based on *Bloom's Taxonomy*—Developed by
Linda G. Barton, M.S. Ed. EDUPRESS EP 504

QUICK QUESTIONS FOR CRITICAL THINKING



Introduction

Bloom's Taxonomy divides the way people learn into three domains. One of these is the *cognitive* domain which emphasizes intellectual outcomes. This domain further divides into categories which are arranged progressively from the lowest level of thinking, simple recall, to the highest, evaluating information.

Quick Questions for Critical Thinking can be used in the home, classroom or workplace to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Find the box containing the level you wish to challenge. Use the **Key Words** as guides to structuring questions and tasks. Finish the **Questions** with content appropriate to the learner.

| Level I | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|-------|--------|--------|-------|-------|--------|------|-----|--------|-------|------|-------|------|-------|------|--------|------|--------|--------|
| Knowledge: | Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers. | | | | | | | | | | | | | | | | | | | | | |
| Key Words: | <table style="width: 100%; border: none;"> <tr> <td>who</td><td>what</td><td>why</td><td>when</td><td>omit</td><td>where</td><td>which</td> </tr> <tr> <td>choose</td><td>find</td><td>how</td><td>define</td><td>label</td><td>show</td><td>spell</td> </tr> <tr> <td>list</td><td>match</td><td>name</td><td>relate</td><td>tell</td><td>recall</td><td>select</td> </tr> </table> | who | what | why | when | omit | where | which | choose | find | how | define | label | show | spell | list | match | name | relate | tell | recall | select |
| who | what | why | when | omit | where | which | | | | | | | | | | | | | | | | |
| choose | find | how | define | label | show | spell | | | | | | | | | | | | | | | | |
| list | match | name | relate | tell | recall | select | | | | | | | | | | | | | | | | |
| Questions: | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> * What is ... ? * Where is ... ? * How did _____ happen? * Why did ... ? * When did ... ? * How would you show ... ? * Who were the main ... ? * Which one ... ? </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> * How is ... ? * When did _____ happen? * How would you explain ... ? * How would you describe ... ? * Can you recall ... ? * Can you select ... ? * Can you list the three ... ? * Who was ... ? </td> </tr> </table> | <ul style="list-style-type: none"> * What is ... ? * Where is ... ? * How did _____ happen? * Why did ... ? * When did ... ? * How would you show ... ? * Who were the main ... ? * Which one ... ? | <ul style="list-style-type: none"> * How is ... ? * When did _____ happen? * How would you explain ... ? * How would you describe ... ? * Can you recall ... ? * Can you select ... ? * Can you list the three ... ? * Who was ... ? | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> * What is ... ? * Where is ... ? * How did _____ happen? * Why did ... ? * When did ... ? * How would you show ... ? * Who were the main ... ? * Which one ... ? | <ul style="list-style-type: none"> * How is ... ? * When did _____ happen? * How would you explain ... ? * How would you describe ... ? * Can you recall ... ? * Can you select ... ? * Can you list the three ... ? * Who was ... ? | | | | | | | | | | | | | | | | | | | | | |
| Level I - Knowledge | | | | | | | | | | | | | | | | | | | | | | |

Level II

Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key Words:

| | | | | |
|----------|------------|-------------|-----------|----------|
| compare | contrast | demonstrate | interpret | explain |
| extend | illustrate | infer | outline | relate |
| rephrase | translate | summarize | show | classify |

Questions:

- * How would you classify the type of ... ?
- * How would you compare ... ? contrast ... ?
- * Will you state or interpret in your own words ... ?
- * How would you rephrase the meaning ... ?
- * What facts or ideas show ... ?
- * What is the main idea of ... ?
- * Which statements support ... ?
- * Can you explain what is happening ... ? what is meant ... ?
- * What can you say about ... ?
- * Which is the best answer ... ?
- * How would you summarize ... ?

Level II - Comprehension**Level III**

Application: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Key Words:

| | | |
|-------------|----------|-----------------|
| apply | build | choose |
| construct | develop | interview |
| make use of | organize | experiment with |
| plan | select | solve |
| utilize | model | identify |

Questions:

- * How would you use ... ?
- * What examples can you find to ... ?
- * How would you solve _____ using what you've learned ... ?
- * How would you organize _____ to show ... ?
- * How would you show your understanding of ... ?
- * What approach would you use to ... ?
- * How would you apply what you learned to develop ... ?
- * What other way would you plan to ... ?
- * What would result if ... ?
- * Can you make use of the facts to ... ?
- * What elements would you choose to change ... ?
- * What facts would you select to show ... ?
- * What questions would you ask in an interview with ... ?

Level III - Application

Level IV

Analysis: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

| | | | |
|-------------------|---------------|-------------|-------------|
| Key Words: | analyze | categorize | classify |
| | compare | contrast | discover |
| | dissect | divide | examine |
| | inspect | simplify | survey |
| | take part in | test for | distinguish |
| | list | distinction | theme |
| | relationships | function | motive |
| | inference | assumption | conclusion |

Questions:

- * What are the parts or features of ... ?
- * How is _____ related to ... ?
- * Why do you think ... ?
- * What is the theme ... ?
- * What motive is there ... ?
- * Can you list the parts ... ?
- * What inference can you make ... ?
- * What conclusions can you draw ... ?
- * How would you classify ... ?
- * How would you categorize ... ?
- * Can you identify the different parts ... ?
- * What evidence can you find ... ?
- * What is the relationship between ... ?
- * Can you make a distinction between ... ?
- * What is the function of ... ?
- * What ideas justify ... ?

Level IV - Analysis

Level V

Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

| | | | |
|-------------------|----------|-----------|-----------|
| Key Words: | build | choose | combine |
| | compile | compose | construct |
| | create | design | develop |
| | estimate | formulate | imagine |
| | invent | make up | originate |
| | plan | predict | propose |
| | solve | solution | suppose |
| | discuss | modify | change |
| | original | improve | adapt |
| | minimize | maximize | delete |
| | theorize | elaborate | test |
| | improve | happen | change |

Questions:

- * What changes would you make to solve ... ?
- * How would you improve ... ?
- * What would happen if ... ?
- * Can you elaborate on the reason ... ?
- * Can you propose an alternative ... ?
- * Can you invent ... ?
- * How would you adapt _____ to create a different ... ?
- * How could you change (modify) the plot (plan) ... ?
- * What could be done to minimize (maximize) ... ?
- * What way would you design ... ?
- * What could be combined to improve (change) ... ?
- * Suppose you could _____ what would you do ... ?
- * How would you test ... ?
- * Can you formulate a theory for ... ?
- * Can you predict the outcome if ... ?
- * How would you estimate the results for ... ?
- * What facts can you compile ... ?
- * Can you construct a model that would change ... ?
- * Can you think of an original way for the ... ?

Level V - Synthesis

Level VI

Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

| | | | |
|-------------------|-----------|------------|------------|
| Key Words: | award | choose | conclude |
| | criticize | decide | defend |
| | determine | dispute | evaluate |
| | judge | justify | measure |
| | compare | mark | rate |
| | recommend | rule on | select |
| | agree | appraise | prioritize |
| | opinion | interpret | explain |
| | support | importance | criteria |
| | prove | disprove | assess |
| | influence | perceive | value |
| | estimate | influence | deduct |

Questions:

- * Do you agree with the action ... ? with the outcome ... ?
- * What is your opinion of ... ?
- * How would you prove ... ? disprove ... ?
- * Can you assess the value or importance of ... ?
- * Would it be better if ... ?
- * Why did they (the character) choose ... ?
- * What would you recommend ... ?
- * How would you rate the ... ?
- * What would you cite to defend the actions ... ?
- * How would you evaluate ... ?
- * How could you determine ... ?
- * What choice would you have made ... ?
- * What would you select ... ?
- * How would you prioritize ... ?
- * What judgment would you make about ... ?
- * Based on what you know, how would you explain ... ?
- * What information would you use to support the view ... ?
- * How would you justify ... ?
- * What data was used to make the conclusion ... ?
- * Why was it better that ... ?
- * How would you prioritize the facts ... ?
- * How would you compare the ideas ... ? people ... ?

Level VI - Evaluation

**LANGUAGE ARTS
EIGHTH GRADE
Reading/Grammar**

**Content Standards and Objectives
Instructional Collection
NHA Library Media Centers
The Shurley Method
Why The Shurley Method?
The Shurley Method Assessment**



I. MEANING AND COMMUNICATION

Content Standard 1: All students will read and comprehend general and technical material.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures. | X | |
| 2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals. | X | |
| 3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills. | X | X |
| 4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax. | X | X |
| 5. Respond to a variety of oral, visual, written, and electronic texts, by making connections to their personal lives and the lives of others. | X | |

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry. | X | X |
| 2. Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension. | X | X |
| 3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective and effect. | X | X |
| 4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling. | X | X |

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a career exploration. | X | |
| 2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response. | | X |
| 3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public. | X | X |
| 4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning. | | X |
| 5. Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content. | | X |
| 6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources. | | X |
| 7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification which characters and multiple points of view. | | X |
| 8. Express their responses and make connections between oral, visual, written, and electronic texts, and their own lives. | | X |

II. LANGUAGE

Content Standard 4: All students will use the English language effectively.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace. | X | |
| 2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter. | | X |
| 3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning. | X | |
| 4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context. | X | |
| 5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues. | | |

III. LITERATURE

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | X | |
| 2. Describe and discuss shared issues in the human experiences that appear in literature and other texts from around the world. Examples include quests for happiness and service to others. | X | |
| 3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience. | X | |
| 4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts. | X | |
| 5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions. | X | |

IV. VOICE

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration. | | X |
| 2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences. | | X |
| 3. Compare and contrast the style and characteristics of individual authors, speakers and illustrators and how they shape text and influence their audiences' expectations. | X | X |
| 4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications. | X | X |

V. SKILLS AND PROCESSES

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content. | X | X |
| 2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs. | X | X |
| 3. Reflect on their developing literacy, set learning goals, and evaluate their progress. | X | |
| 4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of text for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry. | X | X |

VI. GENRE AND CRAFT OF LANGUAGE

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews. | X | |
| 2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels. | X | |
| 3. Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas. | X | |
| 4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads. | X | |
| 5. Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning. | X | |

VII. DEPTH OF UNDERSTANDING

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knidg | Shurley Method |
| 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness. | X | |
| 2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations. | X | |
| 3. Develop a thesis using key concepts, supporting evidence, and logical argument. | X | X |

VII. IDEAS IN ACTION

Content Standard 10: All students will apply knowledge , ideas, and issues drawn from texts to their lives and the lives of others.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knidg | Shurley Method |
| 1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives. | X | |
| 2. Perform the daily functions of a literary individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts. | X | X |
| 3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem. | X | X |

VIII. INQUIRY AND RESEARCH

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

| Objective | Lessons | |
|--|------------|----------------|
| | Core Knidg | Shurley Method |
| 1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases. | X | X |
| 3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem. | X | X |
| 4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics. | X | X |

IX. CRITICAL STANDARDS

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and other's oral, written, and visual texts.

| Objective | Lessons | |
|---|------------|----------------|
| | Core Knldg | Shurley Method |
| 1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations. | X | |
| 2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts. | X | |
| 3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing. | X | X |
| 4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection. | X | X |
| 5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas. | X | |

Eighth Grade Instructional Collection
Core Knowledge

POETRY:

Buffalo Bill's (e.e. cummings)
Chicago (Carl Sandburg)
Do Not Go Gentle into That Good Night (Dylan Thomas)
How do I love thee? (Elizabeth Barrett Browning)
How They Brought the Good News From Ghent to Aix
(Robert Browning)
I dwell in possibility; Apparently with no surprise
(Emily Dickinson)
The Lake Isle of Innisfree (William B. Yeats)
Lucy Gray (or Solitude); My Heart Leaps Up
(William Wordsworth)
Mending Wall; the Gift Outright (Robert Frost)
Mr. Flood's Party (Edward Arlington Robinson)
Polonius's speech from Hamlet, "Neither a borrower nor a lender
be..."
Ozymandias (Percy Bysshe Shelley)
Sonnet 18, "Shall I compare thee...." (William Shakespeare)

SHORT STORIES:

The Bet (Anton Chekov)
Dr. Heidegger's Experiment
(Nathaniel Hawthorne)
God Sees the Truth But Waits (Leo Tolstoy)
An Honest Thief (Fyodor Dostoyevsky)
The Open Boat (Stephen Crane)

ESSAYS/SPEECHES:

"Ask not what your country can do for you"
(John F. Kennedy's Inaugural Add.)
"I have a dream"; "Letter from Birmingham
Jail" (Martin Luther King, Jr.)
"Death of a Pig" (E.B. White)
"The Marginal World" (Rachel Carson)

NOVELS:

Animal Farm (George Orwell)
The Good Earth (Pearl S. Buck)

AUTOBIOGRAPHY:

Selections from *I Know Why the Caged Bird Sings*
(Maya Angelou)

DRAMA:

As You Like It
(William Shakespeare)

Notes/Comments:

National Heritage Academies Library Media Centers

The mission of the library media program at National Heritage Academies is to provide the students and educators with equitable access to information, ideas, and learning/teaching tools. The library media centers at National Heritage Academies are a growing resource of information for the staff and students. Resources include books, videos, periodicals, online reference resources, traveling projection systems and various teacher workbooks and posters. Many schools include video cameras, digital cameras and other technology for circulation. Our collections are developed to support the curriculum and provide students with literature. An OPAC system (online card catalog) is available at each computer terminal in each school building. Searching for materials can be done from the classroom as well as the library media center.

In order to support the curriculum and the activities taking place at each individual school, students may use the Library Media Center for research, study, reading, browsing, fact-finding and any other educational purpose. Students are encouraged to visit the library media center during school hours--either individually or as a class. Each building will prepare a schedule for weekly class visits and/or individually arranged class visits.

Materials are checked out to students for one week. If a student wishes to renew a book, he/she may do so at any time. It is important for the books to be returned on time and in good condition.

If a book is lost or damaged, the student is held responsible for that book. The student will be notified of the cost of the book and be expected to reimburse the school for the damaged or unreturned property. The amount charged will be the original purchase price of the book. If books are not returned or paid for, report cards may be held.

Accelerated Reader (AR) is a motivational reading program that is networked throughout National Heritage Academies. The program deals with individual reading levels, reading comprehension, and assessment. It involves reading books, taking quizzes on the computer and the earning of points. Many of our schools have an established school wide-program that is run by the teachers and/or library staff. In other schools, teachers use AR individually with their classes. The staff and/or administration at each school determine how this program is facilitated.

Teachers and staff are welcome at any time in the library media center to browse, search, and check out materials. They are encouraged to contact the librarian with any special requests for materials. Librarians are available to meet with teachers for planning purposes or curriculum needs.

The library media center at a National Heritage Academies school strives to be a fountain of information for growing, learning, and fun. Welcome!

SHURLEY GRAMMAR METHOD

The approach used by The Shurley Method is active learning, with students physically and cognitively engaged in the learning process. Success in learning Shurley English is predicated on the reinforcement of language skills. Students memorize rhyming jingles for each of the parts of speech. In unison, they chant these jingles in a kind of language symphony until they have internalized the concepts of nouns and verbs. A Shurley classroom is one of energized learning, where students teach as well as learn. They move back and forth from group activities to independent learning exercises, from a mastery of grammar skills to creative writing exercise. In fact, students, almost without exception, beg for more class time to write.

Despite the fact that memorization and repetition have not been in vogue in recent years in American schools, they are fundamental to the success of the Shurley Method. Rarely does a Shurley student return to classes at the start of a new school year needing to be retaught concepts he/she mastered during the previous school year. The retention is permanent.

The Shurley Program provides students with two important ingredients for success: a love of the English language and the ability to use the English language correctly with ease and confidence.

WHY THE SHURLEY METHOD?

- *The Shurley Method* is the end result of twenty-five years of research. Actual classroom situations and the learning needs of students were used to develop this exciting English program.
- *The Shurley Method* never teaches concepts in isolation. A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students always have a clear picture of how to write complete sentences.
- Students are constantly exposed to “see it, hear it, say it, do it,” activities that meet the visual, auditory, and kinesthetic learning types of students.
- *The Shurley Method* successfully teaches language skills to students with different learning abilities and to students who learn English as a second language.
- *The Shurley Method* uses repetition, fun and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in *The Shurley Method* for the students. Then the students actively participate with the teacher as the steps are practiced.
- *The Shurley Method* provides enough repetition to master each concept taught. Lessons include daily practice of old skills while new skills are being added.
- The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills.
- Students’ grammar and writing skills are used automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.
- The most important effect of *The Shurley Method* on students may not be their increased grasp of language and improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

THE SHURLEY METHOD ASSESSMENT

3-Day Rotation Schedule Assessment

Day 1 – Teach

(No test will be given to students on Day 1.)

1. Vocabulary and Definition Time
2. Introduce the new grammar concept and classify sentences orally.
3. Leave classified sentences on the board or transparency for Oral Skill Builder Check.
4. Write a Practice Sentence and an Improved Sentence with your class.

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Teach the other English concepts that will be tested.
4. Erase the board or remove the transparency and give the student worksheet as a test. Students are tested on the same sentences that they have classified orally together. This helps students gain the confidence to work with many skills independently and helps weak readers concentrate on learning English skills without struggling with reading vocabulary.

Day 3 – Teach and Check

(Hand the tests back)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Leave classified sentences on the board or transparency as a visual aid when checking student tests.
4. Discuss mistakes and how to improve.

2-Day Rotation Schedule (Skip Day 1 – Oral Day)

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Review grammar by classifying sentences.
2. Teach the other English concepts that will be tested.
3. Give students the worksheet as a test.

Day 3 – Review and Check

1. Review grammar by classifying sentences.
2. Hand test back. Discuss mistakes and how to improve.

Checking Options

Teacher Graded: Select one or two sentences from the top section and several items from the bottom section to check for a grade. Then have students check the rest of the sheet with you as a practice exercise. Use a teacher-directed word-by-word check. Students focus not only on mistakes but also on correct responses. This will show them the mistakes they made, and they can use this knowledge to do better on the next test.

Student Graded: Train double checkers to help weak checkers and to grade absent students' papers.

**LANGUAGE ARTS
EIGHTH GRADE**

Writing

**Collins Writing Program
Philosophy: The Teaching of Writing
Collins Writing Strategies
Teacher Resources
Assessing Your Current Writing Program**



COLLINS WRITING PROGRAM

Philosophy: The Teaching of Writing in NHA Schools

ON THE TEACHING OF WRITERS:

A belief system about how children develop as language users from birth through adulthood and what teachers should do in their classrooms to foster that growth is essential to any writing curriculum. Moreover, to provide integrated and meaningful instruction and accountability, the writing program must be organized around a system for managing the writing process. The following is meant to be a guide to teaching "writers" in the classroom.

1. **Children as language users:**

National Heritage Academies believes that children come to school with an innate curiosity about writing and a desire for meaningful, real-world communication, and that writing is one of the most complex intellectual tasks they will need to accomplish. Further, children develop writing skills in a manner that mirrors the way they learn to talk. Teachers, then, teach "writers" rather than "writing," and children become writers by the very act of writing itself. We believe that teachers help children view and define themselves as thinkers and writers by involving them with the real occurrences of their minds, hearts and world and that writing enhances the learning process of any subject at any level.

2. **Classroom culture of active literacy:**

What teachers *do* in the classroom positively impacts students' development as writers more often than what teachers *say* in the classroom. The conditions that promote the development of writers are the same as those that facilitate learning to talk:

- *Immersion:* creating a language-rich and print-rich environment
- *Demonstration:* modeling of writing in the classroom by the teacher
- *Expectation:* subtly communicating to children that they will learn to write
- *Responsibility:* giving students opportunities to be responsible for their own learning
- *Approximation:* encouraging and respecting children's writing efforts
- *Employment:* making time and opportunities for writing
- *Feedback:* allowing patience with the growth process

National Heritage Academies wants its classrooms to be places where children come expecting to write each day with the knowledge that their efforts will be valued, supported and respected.

3. **A skill for thinking across the curriculum:**

National Heritage Academies believes that students should have frequent and varied opportunities to write in *all* content areas. Writing is an aid to thinking and organizing ideas across the curriculum rather than merely a subset of the language arts curriculum. It is a balance of process (how people communicate) and product (what they communicate).

4. **Managing and evaluating a program for writing:**

Because we understand that writing is a necessary skill for effective communication and expression, and realizing that people learn to write by writing, there must be a workable system of instruction. That system must be coupled with an assessment system to measure levels of achievement in both the student and the teacher.

National Heritage Academies has adopted **The Collins Cumulative Writing Folder Program** to support teachers in building an effective and experiential writing program within their classrooms and the school. The Collins Writing Program provides schools with a writing program— a unified set of techniques and expectations about student writing— that can be developed and reinforced over a period of years, as well as a way to measure levels of achievement in both students and teachers. It involves:

- Integrating writing across the curriculum using Five Types of Writing
- (noted on the following two pages)
- Encouraging a balance of process and product
- Encouraging ownership through a student-centered program of instruction
- Ensuring the development of critical writing and thinking skills
- Making the program student-centered
- Involving frequent writing opportunities
- Affording a practical and manageable program for both teacher and student.

The Cumulative Writing Folder Program consists of four elements: a writing management system and three teaching strategies. The strategies are:

- Oral reading
- Focus correcting
- Using past papers to teach new skills

The Program has been successfully used in special education, with the gifted and talented, and in English as a second language programs. Each element reinforces the others.

Realizing each teacher's need to understand instructional expectations as well as to be supported in those expectations, a workable "Scope and Sequence for the Teaching of Writers" will be forthcoming.

A list of resources from the Collins Education Associates follows The Collins Writing Strategies.

Type One: Writing that has no correct answer – or, if there is a correct answer, it's okay to be wrong

| | | |
|-------------------|--|--|
| Purpose: | To capture ideas, questions, reactions | |
| Evaluation: | A check + or -, 10 pts. or 0 pts., a "smiley face" or no "smiley face," a jelly bean or a coffee bean . . . in other words – it's up to you. "Reasonable best effort" | |
| Basic Guidelines: | 1. Always skip a line 2. Always label the type of writing | 3. Provide a minimum volume 4. Provide a maximum time limit |
| Advantages: | *Spontaneous, minimal preparation *Effective thinking stimulus for all | *Takes very little class time *Promotes writing fluency |

Type Two: Writing that makes a point - has a correct answer

| | | |
|-------------------|--|---|
| Purpose: | To show that the writer knows something about the topic or has thought about it | |
| Evaluation: | Type Two writing is like a quiz; mistakes in content count. Writing style and mechanics do not count – the content counts. "Reasonable best effort" | |
| Basic Guidelines: | 1. Always skip a line 2. Always label the type of writing | 3. Provide a maximum time limit 4. Avoid numbering |
| Advantages: | *Spontaneous, little pre-planning *Quick assessment | *Promotes writing fluency *Promotes writing in the content areas |

Type Three: Writing that has content and focus correction areas

| | | |
|-------------------|---|---------------------------------------|
| Purpose: | To produce a single draft that meets the standards set by the focus correction areas (FCA). Type Three writing is read out loud by the author to see if it does three things: | |
| | <ul style="list-style-type: none"> • Completes the assignment • Sounds correct-easy to read • Avoids errors in the focus correction areas | |
| Evaluation: | Evaluation is based solely on FCAs. "Reasonable best effort" | |
| Basic Guidelines: | 1. Always skip a line 2. Always place FCAs in the upper left | 3. Maximum of three focus areas/paper |
| Advantages: | *Very efficient | *Ease of evaluation |

Type Four: Writing that has been read out loud and critiqued by another – two drafts

- Purpose:** To produce the best possible work in two drafts. Writer follows the same steps as Type Three, repeats steps with a peer, and produces the best possible second draft that is placed in **The Cumulative Writing Folder**.
- Evaluation:** Evaluation is based on focus correction areas. **“Reasonable best effort”**
- Basic Guidelines:**
1. Always skip a line
 2. Always place FCAs in the upper left
 3. Maximum of three focus areas/paper
- Advantages:**
- *Fair, objective evaluations
 - *Provides a systematic, clear, and logical sequence of writing skills

Type Five: Writing that can be published and go outside the classroom without explanation or qualification – multiple drafts

- Purpose:** To produce the best writing possible. Writer follows the same steps as Type Four to create a paper void of errors.
- Evaluation:** Type Five writing is usually a major project. It must meet all standard conventions.
- Basic Guidelines:**
1. Always skip a line
 2. Always label the type of writing in rough drafts
- Advantages:**
- *Great final product
 - *Real-world standards
 - *Promulgates full range of skills

It has been our experience that many teachers, especially after a full day workshop with opportunities for “hands-on” practice, can effectively implement many of our ideas in their own classrooms.

However, most teacher training has failed miserably because it tends to be “hit and run” in nature. A basic assumption of our work is that writing instruction will be most effective when it is supported by a program— a unified set of teaching techniques and expectations about student writing that are developed and reinforced over a period of years. This kind of program development takes time and commitment. We believe that writing instruction must also be evaluated on a regular basis to provide teachers and students with clear and achievable goals from one year to the next. Therefore we have developed an extensive variety of program development services:

Examples of our teacher support and program development service sessions:

- * demonstration lessons
- * establishing an in-house evaluation model
- * individual department/grade level sessions
- * developing strategies for state assessment tests
- * practice developing great writing assignments
- * practice developing appropriate FCAs

Developed by Mark E. Dressel, Collins Education Associate 616.361.1839

COLLINS WRITING - TEACHER RESOURCES:

Center for Effective Communication-Collins Education Associates LLC:

The following publications may be found on the *AcademyLink Purchase Order form* for **The Network (formerly Collins)** and can be purchased through your building principal (textbook budget). It is recommended that each teacher have the following:

1. **Cumulative Writing Folders** - for each student in grades 1-8 for use in helping to manage the classroom writing program. Teachers of grades 1-3 should order the **Primary Cumulative Writing Folders**. Teachers of kindergarten may want to develop their own "folder system" for writing management.
2. **Developing an Effective Writing Program for the Elementary Grades** by Gary Chadwell.
3. Middle School Teachers: **Developing Writing and Thinking Skills Across the Curriculum** by Gary Chadwell.

Additional Recommended Resources:

1. Frank, Marjorie. **If You're Trying To Teach Kids How To Write...you've gotta have this book!** Incentive Publications, Inc., Nashville, Tennessee. 1979. (ISBN: 0-86530-317-7). Can be purchased through most bookstores. All Grades.
2. Areglado, Nancy and Dill, Mary. **Let's Write: A Practical Guide to Teaching Writing in the Early Grades- K-2**. Scholastic Professional Books, New York. 1997, (ISBN: 0-590-93102-4). Can be purchased through teacher stores or most bookstores. Early Grades.
3. Butler, Andrea and Turbill, Jan. **Towards a Reading-Writing Classroom**. Primary English Teaching Association, NSW, Australia: Heinemann, 1984. (ISBN: 0-435-08461-5).
4. Atwell, Nancie. **Coming to Know: Writing to Learn in the Intermediate Grades**. Portsmouth, NH: Heinemann, 1990. Presents many ways to use writing in content area study, including learning logs and research projects in every subject.
5. Calkins, Lucy. **The Art of Teaching Writing**. Portsmouth, NH: Heinemann, 1994.
6. Lane, Barry. **After The End: Teaching and Learning Creative Revision**. Portsmouth, NH: Heinemann, 1993.

Assessing Your Current Writing Program

You already have a writing program in place in your classroom, one shaped by your beliefs and attitudes about writing instruction. It's driven by techniques and strategies you use with your students, and it's organized around a system you use for managing the writing process. The survey that follows will help you assess your current writing program by helping to identify what you emphasize most and least in your own classroom. It will give you a snapshot of your current writing program.

After you complete this survey, your findings will enable you to reaffirm, challenge, or recalibrate some of your assumptions and help you make strategic decisions about ways to improve your writing program.

Writing Program Assessment Survey For Elementary Grades

Instructions: For each of the activities that follow, give a rating of 0-5 that most accurately describes how often you do the activity during a year. This self-assessment will be most valuable if you are candid in your estimates. Try not to overestimate; rather than rating the items based on how much you like them, rate them on how often you actually do them.

- 0 - Do not do
- 1 - Infrequently (one to three times a year)
- 2 - Occasionally (four to six times a year)
- 3 - Regularly (once a month)
- 4 - Frequently (twice a month)
- 5 - Very frequently (once a week or more)

PROGRAM VALUES

- _____ 1. Give students low-risk writing opportunities such as free writing or journal writing.
- _____ 2. Take overt steps, such as writing along with your students, to create a classroom culture of active literacy.
- _____ 3. Provide frequent opportunities for students to write in all content areas.

PREWRITING ACTIVITIES

- _____ 4. Involve students in writing projects based on their personal experiences, reading experiences, or class discussions.
- _____ 5. Engage students in discussions and activities that clarify writing projects, generate ideas, and help in planning and organizing writing.
- _____ 6. Provide models, including examples of other students' writing, to help guide your students' writing efforts.

DRAFTING ACTIVITIES

- _____ 7. Provide opportunities for students to write in many forms (narratives, letters, reports, poems, and so on).
- _____ 8. Provide opportunities for students to write for various *purposes* (to inform, entertain, persuade, explain, and so on) and various *audiences* (parents, peers, authors, public officials, and others).
- _____ 9.* Provide students with specific criteria that they can use to guide their thinking and writing and that you use to provide feedback on the writing project.

REVISING AND EDITING ACTIVITIES

- _____ 10. Model revising strategies (elaborating, sentence combining, eliminating unnecessary words or phrases, checking for sentence variety, and so on) that help students review and improve their writing.
- _____ 11. Teach grammar and mechanical skills in relation to students' current writing experiences.
- _____ 12. Encourage students to proofread their own work (checking for punctuation, capitalization, and spelling).
- _____ 13. Encourage students to peer-edit each other's papers before they are finalized.
- _____ 14. Involve students in maintaining a portfolio of their writing that they can review and use to develop new writing skills.

SHARING ACTIVITIES

- _____ 15.* Encourage students to read their work out loud - to themselves and others - as part of the writing process.
- _____ 16. Display or "publish" examples of high-quality writing.
- _____ 17. Give writers positive, specific feedback on their work.
- _____ 18. Conduct individual writing conferences with students.

_____ **Total Score**

*One of the Critical Four strategies

Interpreting Your Score

What does the survey tell me? Even before you total your score, a look at your survey provides some insights into your writing program. Since time is a valuable commodity in the classroom, your responses show you how you are using this scarce resource. The strategies you have rated as 4 or 5 are the “cornerstones” of your writing program because you are giving significant time to them. These are the strategies that drive your writing program.

The survey also shows you areas where you are giving little emphasis. These areas may not be emphasized in your classroom for any number of reasons. You may feel that they are not critical to your students' development as writers or that they are not appropriate for your students. Other low-rated strategies may be ones that you value but have not yet been able to effectively incorporate into your teaching.

What is a good score? Obviously, as your score approaches 90 it means that you have rated virtually all of the 18 items at 4 or 5. Although these 18 items represent an excellent overview of effective writing practice, you may ask whether it is necessary to use all of them with great frequency to have an effective writing program. Your question is a common one that subsumes other, related questions: Can I do all these things regularly with the number of students I have? With my time constraints? With my curriculum demands?

So, what's the lowest score I could get and still have an effective writing program? A score in the 54-72 range is the basis for an effective writing program. A score higher than 72 would indicate that writing is already a prominent component of your classroom culture. A score lower than 54 (18 items multiplied by an average score of 3) could indicate that writing is not done often enough or that your writing instruction does not provide the kind of consistent focus students need to improve as writers. The strategies on this survey have little impact on improving students' writing when used randomly.

How do I use the survey to improve my writing program? In addition to looking at your overall score, you might want to look at your scores in the five sections of the survey – Program Values, Prewriting Activities, Drafting Activities, Revising and Editing Activities, and Sharing Activities. Do your scores in one or more sections seem noticeably higher or lower than scores in other sections?

In reviewing your scores in the five sections, don't overlook the fact that some of the strategies have benefits in several aspects of the writing process – not only the one in which it is categorized in the survey. A good example is item 15 (*Encourage students to read their work out loud – to themselves and others – as part of the writing process*) which is a strategy appropriate for drafting, revising and editing, as well as sharing. This is a critical strategy for young writers because it focuses attention on the overall quality of the written message rather than on the individual words. Its use is also beneficial in several stages of the writing process.

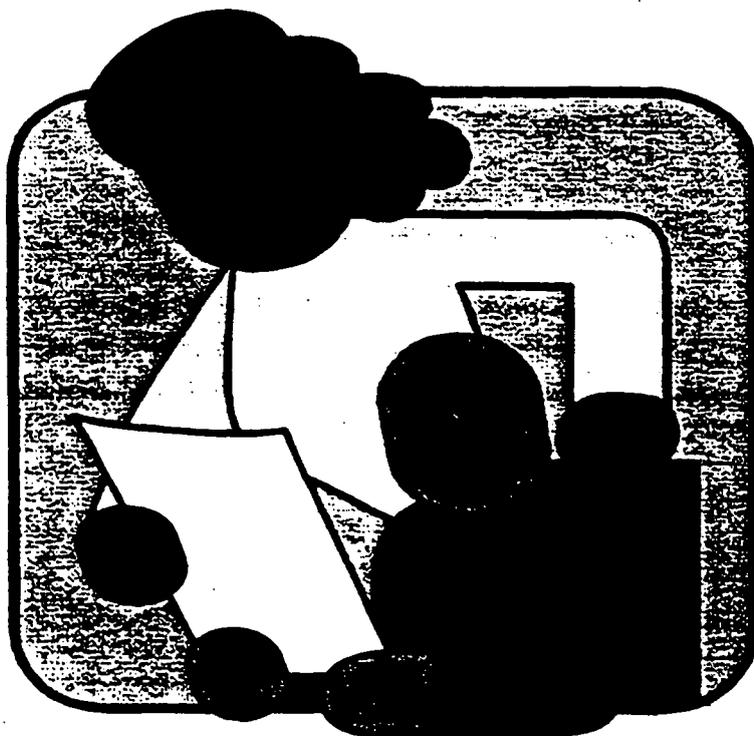
One way to use this survey is to consider carefully your scores on items 3, 9, 14, and 15 – the Critical Four strategies. I have identified these as the Critical Four strategies because high scores in these areas ensure that your writing program is headed in the right direction. It means that students are writing often, you are focusing your writing instruction, and you are showing students ways to be effective resources to themselves and others.

Making changes in any of these areas takes thought and effort, so avoid the temptation to change too many things at once. After reviewing your survey, choose two of the strategies that you feel would have the greatest impact on improving your students' writing and work on improving those. They may be two of the Critical Four or others that you think will benefit your students.

You may want to read more about the 18 strategies before you decide where to begin. Chapters 2-6 of this book focus on the strategies from the survey and Action Steps for each one. The remainder of the book looks at ways to use the Critical Four strategies to create an effective writing program for your young writers and provides some suggestions for communicating about your program to parents.

MATH EIGHTH GRADE

Saxon Math
Saxon Math Assessment
Pacing Whole Group Instruction
Saxon Grade Level Curriculum



SAXON MATH

Saxon Math grew out of a decade of intense classroom interaction with students in which the goal was for students to learn and remember the foundational skills of mathematics. The term “foundational” is appropriate because mathematics, perhaps more than any other subject, is a cognitive structure that builds upon prior learning. The ultimate height and stability of the mathematical structure within each individual are determined by the strength of the foundation. The text, as well as each book that precedes or follows, provides the student with the time and opportunities necessary to build a rock-solid foundation in beginning mathematics. For this to occur it is essential that all practice problems and all problem sets be completed by the students.

THE SAXON PEDAGOGY

Incremental development, continual review, and frequent, cumulative testing. There are three pillars of Saxon Mathematics.

- Incremental development means that concepts are taught in small, easily understood pieces that are presented in individual lessons over the course of the academic year.
- Once an increment has been taught, it is reviewed daily through worksheets and homework sets—a process called continual review. As concepts grow in complexity, earlier increments are included. Thus, all concepts and skills can be practiced on a daily basis without the homework sets becoming large and unwieldy. Over time, incremental development and continual review foster assimilation, mastery, and complete understanding of concepts and skills.
- Frequent, cumulative testing allows students to prove their mastery of skills before new concepts are introduced. Assessments encompass all concepts and skills that students have practiced.

SUCCESS WITH SAXON MATHEMATICS

There is considerable evidence from the educational community to suggest why Saxon’s pedagogy of incremental development, continual review, and frequent, cumulative testing should be successful. What follows—support ranging from experimental studies to anecdotal evidence—suggests that this pedagogy is in fact successful.

Studies indicate that Saxon’s Mathematics texts:

- can increase student test scores (Reed 1983; McBee 1984; Sistrunk and Benton 1992); Calvery, Bell, and Wheeler 1993; Rentschler 1994; Mayers 1995; Sanders 1997);
- can benefit students of low and average ability (Klinge and Reed 1984; Johnson and Smith 1987; Calvery, Bell, and Wheeler 1993);
- can lower math anxiety in students (Lafferty 1994);
- may help minority students narrow the math achievement gap (Sistrunk and Benton 1992); and
- are preferred (over traditional texts) by students and faculty (Johnson and Smith 1987 and Nguyen 1994a).

One of the most comprehensive studies of the effectiveness of Saxon textbooks was conducted between 1992 and 1994 by the Planning, Research, and Evaluation Department of the Oklahoma City public school system (Ngyuen 1994b). The study encompassed K-5 students in over three hundred classrooms using non-Saxon programs. Analysis of the 1994 ITBS scores for the Saxon students and a comparison group of the non-Saxon students revealed that:

Overall, the Saxon group scored higher than the comparison group of students in all comparisons. Five of these comparisons were statistically significant ($p < .01$): complete composite, total math, math concepts, problem solving, and reading comprehension. The other four comparisons also favored the Saxon group; however, the differences were not statistically significant: math computation, science, social studies, and total language.

Comments from teachers and administrators:

- *"The first four years (using Saxon) my class had the highest scoring on the state ISTEP test in Muncie, which has twelve elementary schools. Last year we were number one in problem solving in the city."* Mel Botkin, Retired Teacher, Muncie, IN
- *"Students are taking more math classes than ever before in the history of the school. In 1989 (before Saxon), we had about 30% of the student body in the math program. Today, almost the entire student body is involved."* Larry Cone, Teacher, Muskegon, MI
- *"I see improvement in retention of skills using Saxon at all levels. Often young people come into eighth grade believing they 'can't do math' and change their minds (after using) Saxon."* Cylinda Rucker, Teacher, Eagleville, MO
- *"Probably the most exciting thing about using Saxon this year was seeing students develop their ability to apply what they had already learned to new topics. Another tremendous benefit was no longer seeing the blank looks regarding topics covered earlier in the year."* Elizabeth A. Moody, Teacher, Hudson, NH
- *"All seventh-graders were tested before studying Saxon and scored in the range from 8th percentile to 97th percentile. Class average was 44th percentile. After one year of instruction using Saxon Algebra 1/2, the median score for the same students was 97th percentile."* Frederick H. Maas, Teacher, Santa Fe, NM
- *"Our math scores have dramatically improved. All of my teachers love the Saxon materials."* Mike Hanke, Principal, Green Bay, WI
- *"The special education students are catching up. Many no longer qualify for special education after two years of Saxon."* Marvin Miles, Teacher, Blackfoot, ID

Conclusion

The Saxon pedagogy has its roots in the classroom. It is a method that was developed specifically to improve long-term retention of concepts and skills. For twenty years, and with increasing refinement, the Saxon pedagogy has been applied to a range of subjects and grade levels. Because of its effectiveness and ease of use, tens of thousands of teachers across the United States and abroad have embraced the Saxon methodology, and millions of students have benefited from mathematics instruction based on incremental development, continual review, and cumulative testing.

SAXON MATH ASSESSMENT

GENERAL ASSESSMENT

An available test booklet contains two forms of tests for every five lessons. The second test form may be used for make-up testing. Tests should be given about five lessons after the last concept has been taught. Thus Test 1, which covers topics from Lesson 1 through Lesson 5, should be given after Lesson 10. Test 2 should be given after Lesson 15, Test 3 after Lesson 20, and so on. This allows the students time to learn the new topic before being tested on it. Students will make excellent progress if they are able to score 80% or better on the tests. Students who fall below the 80% level should be given remedial attention immediately. Some teachers choose to test every ten lessons using only the even-numbered or odd-numbered tests. This is an acceptable alternative to testing every five lessons.

Stephen Flake
Temple City, California

John Saxon
Norman, Oklahoma

PACING WHOLE-GROUP INSTRUCTION

When teaching the Saxon program through whole-group instruction, pacing is key. It is important that each student have the opportunity to complete the entire textbook during the school year. The chart below offers guidance about the number of lessons that should be completed during each grading period.

| SAXON PUBLISHING | | | SCHOOLS USING QUARTER/SEMESTER SYSTEM | | | |
|------------------|---|-------------------|---------------------------------------|---------------------|---------------------|---------------------|
| Edition | Title | Total No. Lessons | 1st Quarter Lessons | 2nd Quarter Lessons | 3rd Quarter Lessons | 4th Quarter Lessons |
| 2nd | <i>Math 54</i> Lessons and Problem Sets | 141 | 1-35 | 36-70 | 71-105 | 106-141 |
| 2nd | <i>Math 54</i> Tests | 28 | 1-6 | 7-13 | 14-20 | 21-28 |
| 2nd | <i>Math 65</i> Lessons and Problem Sets | 140 | 1-35 | 36-70 | 71-105 | 106-140 |
| 2nd | <i>Math 65</i> Tests | 28 | 1-6 | 7-13 | 14-20 | 21-28 |
| 2nd | <i>Math 76</i> Lessons and Problem Sets | 138 | 1-35 | 36-70 | 71-105 | 106-138 |
| 2nd | <i>Math 76</i> Investigations | 6 | 1 | — | 2-3 | 4-6 |
| 2nd | <i>Math 76</i> Tests | 28 | 1-6 | 7-13 | 14-20 | 21-28 |
| 2nd | <i>Math 87</i> Lesson and Problem Sets | 120 | 1-30 | 31-60 | 61-90 | 91-120 |
| 2nd | <i>Math 87</i> Investigations | 12 | 1-3 | 4-6 | 7-9 | 10-12 |
| 2nd | <i>Math 87</i> Tests | 24 | 1-5 | 6-11 | 12-17 | 18-Final |
| 2nd | <i>Algebra 1/2</i> Lessons and Problem Sets | 123 | 1-31 | 32-62 | 63-93 | 94-123 |
| 2nd | <i>Algebra 1/2</i> Extra Topics* | 10 | — | — | — | A-J |
| 2nd | <i>Algebra 1/2</i> Tests | 31 | 1-6 | 7-14 | 15-22 | 23-31 |

For example, at the end of the second quarter *Math 65* students should have completed Lesson 70 and Test 13.

* These topics are discretionary enrichment units. The ones that are used should be taught in the final term of the academic year so that students will have the information fresh in their minds during standardized tests.



| I. PATTERNS, RELATIONSHIPS, AND FUNCTIONS | |
|--|--|
| Content Standard 1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships and construct representations of mathematical relationships (Patterns) | |
| Objective | Lessons/Methodology |
| 1. Analyze and generalize mathematical patterns including sequences, series and recursive patterns. | PE: 10-11, 13, 35 TE: 10-11, 13,35 |
| 2. Analyze, interpret and translate among representations of patterns including tables, charts, graphs, matrices and vectors. | PE: 6-8, 87-88, 214-215, 238-239, 256-257, 378-380, 382-383, 402-403 TE: 6-8, 87-88, 214-215, 238-239, 256-257, 378-380, 382-383, 402-403 |
| 3. Study and employ mathematical models of patterns to make inferences, predictions and decisions. | PE: 259, 333-335, 343-344 TE: 259, 333-335, 343-344 |
| 4. Explore patterns (graphic, numeric, etc.) characteristic of families of functions; explore structural patterns within systems of objects, operations or relations. | This objective is addressed in Saxon Algebra 1: <i>An Incremental Development</i> |
| 5. Use patterns and reasoning to solve problems and explore new content. | PE: 104, 108-109, 194-197, 222-223, 227-229, 236-237, 244-245, 280-283 TE: 104, 108-109, 194-197, 222-223, 227-229, 236-237, 244-245, 280-283 |
| Content Standard 2: Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change (Variability and Change) | |
| Objective | Lessons/Methodology |
| 1. Identify and describe the nature of change, and begin to use the more formal language such as rate of change, continuity, limit, distribution and deviation. | PE: 104, 108-109, 173, 186-187, 244-245, 299 TE: 104, 108-109, 173, 186-187, 244-245, 299 |
| 2. Develop a mathematical concept of function and recognize that functions display characteristic patterns of change (e.g., linear, quadratic, exponential). | This objective is addressed in Saxon Algebra 1: <i>An Incremental Approach</i> |
| 3. Expand their understanding of function to include non-linear functions, composition of functions, inverses of functions, and piecewise-and recursively-defined functions. | This objective is addressed in Saxon Algebra 1: <i>An Incremental Approach</i> |
| 4. Represent functions using symbolism such as matrices, vectors and functional representation ($f(x)$). | This objective is addressed in Saxon Algebra 1: <i>An Incremental Approach</i> |
| 5. Differentiate and analyze classes of functions including linear, power, quadratic, exponential, circular and trigonometric functions, and realize that many different situations can be modeled by a particular type of function. | This objective is addressed in Saxon Algebra 1: <i>An Incremental Approach.</i> |
| 6. Increase their use of functions and mathematical models to solve problems in context. | This objective is addressed in Saxon Algebra 1: <i>An Incremental Approach</i> |
| II. GEOMETRY AND MEASUREMENT | |
| Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships) | |
| 1. Use shape to identify plane and solid figures, graphs, loci, functions and data distributions. | PE: 87-88, 136-137, 378-380, 390-392 TE: 87-88, 136-137, 378-380, 390-392. |
| 2. Determine necessary and sufficient conditions for the existence of a particular shape and apply those conditions to analyze shapes. | PE: 136-137, 390-392 TE: 136-137, 390-392 |

| | |
|--|--|
| 3. Use transformational, coordinate or synthetic methods to verify (prove) the generalization they have made about properties of classes of shapes. | This objective is addressed in Saxon <i>Algebra 1: An Incremental Approach</i> . |
| 4. Draw and construct shapes in two and three dimensions and analyze and justify the steps of their constructions. | PE: 390-392 TE: 390-392 |
| 5. Study transformations of shapes using isometries, size transformations and coordinate mappings. | PE: 6, 378-379 TE: 6, 378-379 |
| 6. Compare and analyze shapes and formally establish the relationships among them, including congruence, similarity, parallelism, perpendicularity and incidence. | PE: 136-137, 349-350, 357-359, 390-392 TE: 136-137, 349-350, 357-359, 390-392 |
| 7. Use shape, shape properties and shape relationships to describe the physical world and to solve problems. | The opportunity to address this objective is available on the following pages: PE: 390-392 TE: 390-392 |
| Content Standard 2: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position) | |
| 1. Locate and describe objects in terms of their position, polar coordinates, three-dimensional Cartesian coordinates, vectors and limits | The opportunity to address this objective is available on the following pages: PE: 6, 378-379 TE: 6, 378-379 |
| 2. Locate and describe objects in terms of their orientation and relative position, including displacement (vectors), phase shift, maxima, minima and inflection points; give precise mathematical descriptions of symmetries. | PE: 391-392 TE: 391-392 |
| 3. Give precise mathematical descriptions of transformations and describe the effects of transformations on size, shape, position and orientation. | This objective is addressed in Saxon <i>Algebra 1: An Incremental Approach</i> . |
| 4. Describe the locus of a point by a rule or mathematical expression; trace the locus of a moving point. | This objective is addressed in Saxon <i>Algebra 1: An Incremental Approach</i> |
| 5. Use concepts of position, direction and orientation to describe the physical world and to solve problems. | This objective is addressed in Saxon <i>Algebra 1: An Incremental Approach</i> |
| Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement) | |
| 1. Select and use appropriate tools; make accurate measurements using both metric and common units, and measure angles in degrees and radians. | PE: 68-71, 319-320, 322-323, 327-328, 337 TE: 68-71, 319-320, 322-323, 327-328, 337 |
| 2. Continue to make and apply measurements of length, mass (weight), time, temperature, area, volume, angle; classify objects according to their dimensions. | PE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 TE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 |
| 3. Estimate measures with a specified degree of accuracy and evaluate measurements for accuracy, precision, and tolerance. | PE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 TE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 |

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| 4. Interpret measurements and explain how changes in one measure may affect other measures. | PE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 TE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 |
| 5. Use proportional reasoning and indirect measurements, including applications of trigonometric ratios, to measure inaccessible distances and to determine derived measures such as density. | PE: 163, 222 TE: 163, 222 |
| 6. Apply measurement to describe the real world and to solve problems. | The opportunity to address this objective is available on the following pages: PE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 TE: 101, 123-124, 136, 216-217, 319-320, 322-323, 327-328, 369, 375-376, 383-384, 390 |
| III. DATA ANALYSIS AND STATISTICS | |
| Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization, and Presentation of Data) | |
| 1. Collect and explore data observation, measurement, surveys, sampling techniques and simulations. | The opportunity to address this objective is available on the following pages: PE: 87-88 TE: 87-88 |
| 2. Organize data using tables, charts, graphs, spreadsheets and data bases. | PE: 87-88, 378-380 TE: 87-88, 378-380 |
| 3. Present data using the most appropriate representation and give a rationale for their choice; show how certain representations may skew the data or bias the presentation. | The opportunity to address this objective is available on the following pages: PE: 87-88, 378-380 TE: 87-88, 378-380 |
| 4. Identify what data are needed to answer a particular question or solve a given problem and design and implement strategies to obtain, organize and present those data | The opportunity to address this objective is available on the following pages: PE: 87-88, 378-380 TE: 87-88, 378-380 |
| Content Standard 2: Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. (Description and Interpretation) | |
| Objective | Lessons/Methodology |
| 1. Critically read data from tables, charts or graphs and explain the source of the data and what the data represent | PE: 87-88, 378-380 TE: 87-88, 378-380 |
| 2. Describe the shape of a data distribution and determine measures of central tendency, variability and correlation. | PE: 64-65, 76-77, 120-121 TE: 67-65, 76-77, 120-121 |
| 3. Use the data and their characteristics to draw and support conclusions | The opportunity to address this objective is available on the following pages: PE: 87-88, 378-380 TE: 87-88, 378-380 |

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| 4. Critically question the sources of data; the techniques used to collect, organize and present data; the inferences drawn from the data; and the sources of bias and measures taken to eliminate such bias. | PE: 87-88, 378-380 TE: 87-88, 378-380 |
| 5. Formulate questions and problems and gather and interpret data to answer those questions. | The opportunity to address this objective is available on the following pages: PE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-172, 184-185, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306 TE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-172, 184-185, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306 |
| Content Standard 3: Student draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions. (Inference and Prediction) | |
| Objective | Lessons/Methodology |
| 1. Make and test hypotheses. | This objective is addressed in Saxon Algebra 2: An Incremental Development |
| 2. Design investigations to model and solve problems; also employ confidence intervals and curve fitting in analyzing the data. | This objective is addressed in Saxon Algebra 2: An Incremental Development |
| 3. Formulate and communicate arguments and conclusions based on data, and evaluate their arguments and those of others. | This objective is addressed in Saxon Algebra 2: An Incremental Development. |
| 4. Make predictions and decisions based on data, including interpolations and extrapolations. | PE: 333-335, 343-344 TE: 333-335, 343-344 |
| 5. Employ investigations, mathematical models, and simulations to make inferences and predictions to answer questions and solve problems. | This objective is addressed in Saxon Algebra 1: An Incremental Development. |
| IV. NUMBER SENSE AND NUMERATION | |
| Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers) | |
| Objective | Lessons/Methodology |
| 1. Develop an understanding of irrational, real and complex numbers | PE: 179, 307-308 TE: 179, 307-308 |
| 2. Use the $(a+bi)$ and polar forms of complex numbers. | The opportunity to address this objective is available on the following pages: PE: 179, 307-308 TE: 179, 307-308 |
| 3. Develop an understanding of the properties of the real and complex number systems and of the properties of special numbers including e , i , e , and conjugates. | The opportunity to address this objective is available on the following pages: PE: 179, 307-308 TE: 179, 307-308 |

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| <p>4. Apply their understanding of number systems to model and solve mathematical and applied problems.</p> | <p>The opportunity to address this objective is available on the following pages: PE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-172, 184-185, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306 TE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-172, 184-185, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306</p> |
| <p>Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation and Uses of Numbers)</p> | |
| <p>Objective</p> | <p>Lessons/Methodology</p> |
| <p>1. Give decimal representations of rational and irrational numbers and coordinate and vector representations of complex numbers.</p> | <p>PE: 307, 378-379 TE: 307, 378-379</p> |
| <p>2. Develop an understanding of more complex representations of numbers, including exponential and logarithmic expressions, and select an appropriate representation to facilitate problem solving.</p> | <p>PE: 10, 141-142, 163, 211, 284-286, 296-297 TE: 10, 141-142, 163, 211, 284-286, 296-297</p> |
| <p>3. Determine when to use rational approximations and the exact values of numbers such as e, π, and the irrational.</p> | <p>PE: 10-11, 13-14, 18, 179, 264 TE: 10-11, 13-14, 18, 179, 264</p> |
| <p>4. Apply estimation in increasingly complex situations.</p> | <p>PE: 264 TE: 264</p> |
| <p>5. Select appropriate representations for numbers, including representations of rational and irrational numbers and coordinate and vector representations of complex numbers, in order to simplify and solve problems.</p> | <p>PE: 6, 307, 378-379 TE: 6, 307, 378-379</p> |
| <p>Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. (Number Relationships)</p> | |
| <p>Objective</p> | <p>Lessons/Methodology</p> |
| <p>1. Compare and order real numbers and compare rational approximations to exact values.</p> | <p>PE: 202-203, 214-215, 264 TE: 202-203, 214-215, 264</p> |
| <p>2. Express numerical comparisons as ratios and rates</p> | <p>PE: 104, 109, 161, 173-174, 187-188, 194-195, 198-199, 222-223, 244-245, 280-283, 299-300 TE: 104, 109, 161, 173-174, 187-188, 194-195, 198-199, 222-223, 244-245, 280-283, 299-300</p> |
| <p>3. Extend the relationships of primes, factors, multiples and divisibility in an algebraic setting.</p> | <p>PE: 13, 32-33, 38-40, 56-57, 61-62, 66-67, 90-91 TE: 13, 32-33, 38-40, 56-57, 61-62, 66-67, 90-91</p> |
| <p>4. Express number relationships using positive and negative rational exponents, logarithms and radicals</p> | <p>PE: 132-135, 140-142, 211, 278-279, 284-285, 293-294, 296-297 TE: 132-135, 140-142, 211, 278-279, 284-285, 293-294, 296-297</p> |
| <p>5. Apply their understanding of number relationships in solving problems.</p> | <p>PE: 35-36, 104, 108-109, 194-195, 199-201, 222-223, 244-245, 259, 274-277 TE: 35-36, 104, 108-109, 194-195, 199-201, 222-223, 244-245, 259, 274-277</p> |

| V. NUMERICAL AND ALGEBRAIC OPERATIONS AND ANALYTICAL THINKING | |
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| Content Standard 1: Students understand and use various types of operations (e.g., addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties) | |
| Objective | Lessons/Methodology |
| 1. Present and explain geometric and symbolic models for operations with real and complex numbers and algebraic expressions. | PE: 219-220, 233-234, 250-251, 307 TE: 219-220, 233-234, 250-251, 307 |
| 2. Compute with real numbers, complex numbers, algebraic expressions, matrices and vectors using technology and, for simple instances, with paper-and-pencil algorithms. | PE: 15, 219-220, 233-234, 250-251, 307 TE: 15, 219-220, 233-234, 250-251, 307 |
| 3. Describe the properties of operations with numbers, algebraic expressions, vectors and matrices, and make generalizations about the properties of given mathematical systems. | PE: 15, 219-220, 233-234, 250-251, 307 TE: 15, 219-220, 233-234, 250-251, 307 |
| 4. Efficiently and accurately apply operations with real numbers, complex numbers, algebraic expressions, matrices and vectors in solving problems. | PE: 15, 219-220, 233-234, 250-251, 307 TE: 15, 219-220, 233-234, 250-251, 307 |
| Content Standard 2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems. (Algebraic and Analytical thinking) | |
| Objective | Lessons/Methodology |
| 1. Identify important variables in a context, symbolize them and express their relationships algebraically. | PE: 99, 219-220, 233-234, 250-251, 269, 271-272, 287 TE: 99, 219-220, 233-234, 250-251, 269, 271-272, 287 |
| 2. Represent algebraic concepts and relationships with matrices, spreadsheets, diagrams, graphs, tables, physical models, vectors, equations and inequalities; and translate among the various representations. | PE: 214-215, 219-220, 233-234, 238-239, 247-248, 250-251, 256-257, 276-277, 280-281, 346-347, 350, 387-388, 402-403 TE: 214-215, 219-220, 233-234, 238-239, 247-248, 250-251, 256-257, 276-277, 280-281, 346-347, 350, 387-388, 402-403 |
| 3. Solve linear equations and inequalities algebraically and non-linear equations using graphing, symbol-manipulating or spreadsheet technology; and solve linear and non-linear systems using appropriate methods. | PE: 214-215, 219-220, 233-234, 238-239, 247-248, 250-251, 256-257, 276-277, 280-281, 346-347, 350, 387-388, 402-403 TE: 214-215, 219-220, 233-234, 238-239, 247-248, 250-251, 256-257, 276-277, 280-281, 346-347, 350, 387-388, 402-403 |
| 4. Analyze problems that can be modeled by functions, determine strategies for solving the problems and evaluate the adequacy of the solutions in the context of the problems. | This objective is address in Saxon Algebra 1: An Incremental Development. |
| 5. Explore problems that reflect the contemporary uses of mathematics in significant contexts and use the power of technology and algebraic and analytic reasoning to experience the ways mathematics is used in society. | PE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-174, 184-187, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306 TE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-174, 184-187, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306 |

| VI. PROBABILITY AND DISCRETE MATHEMATICS | |
|---|--|
| Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability) | |
| Objective | Lessons/Methodology |
| 1. Develop an understanding of randomness and chance variation and describe chance and certainty in the language of probability. | PE: 333-335, 343-344 TE: 333-335, 343-344 |
| 2. Give a mathematical definition of probability and determine the probabilities of more complex events, and generate and interpret probability distributions. | PE: 333-335, 343-344 TE: 333-335, 343-344 |
| 3. Analyze events to determine their dependence or independence and calculate probabilities of compound events. | PE: 333-335, 343-344 TE: 333-335, 343-344 |
| 4. Use sampling and simulations to determine empirical probabilities and, when appropriate, compare them to the corresponding theoretical probabilities; understand and apply the law of large numbers. | PE: 333-335, 343-344 TE: 333-335, 343-344 |
| 5. Conduct probability experiments and simulations to model and solve problems, including compound events. | PE: 333-335, 343-344 TE: 333-335, 343-344 |
| Content Standard 2: Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design. (Discrete Mathematics) | |
| Objective | Lessons/Methodology |
| 1. Derive and use formulas for calculating permutations and combinations. | PE: 394-396 TE: 394-396 |
| 2. Use sets and set relationships to represent algebraic and geometric concepts. | This objective is addressed in Saxon Algebra 1: An Incremental Development. |
| 3. Use vertex-edge graphs to solve network problems such as finding circuits, critical paths, minimum spanning trees and adjacency matrices. | PE: 378-380 TE: 378-380 |
| 4. Analyze and use discrete ideas, such as induction, iteration and recurrence relations. | This objective is addressed in Saxon Algebra 1: An Incremental Development. |
| 5. Describe and analyze efficient algorithms to accomplish a task or solve a problem in a variety of contexts, including practical, mathematical and computer-related situations. | PE: 15 TE: 15 |
| Use discrete mathematics concepts as described above to model situations and solve problems; and look for whether or not there is a solution (existence problems), determine how many solutions there are (counting problems) and decide upon a best solution (optimization problems). | PE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-174, 184-187, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306 TE: 17-18, 35-36, 76-77, 85-86, 104, 108-109, 171-174, 184-187, 196-197, 199-201, 222-223, 227-229, 236-237, 244-245, 280-283, 304-306 |

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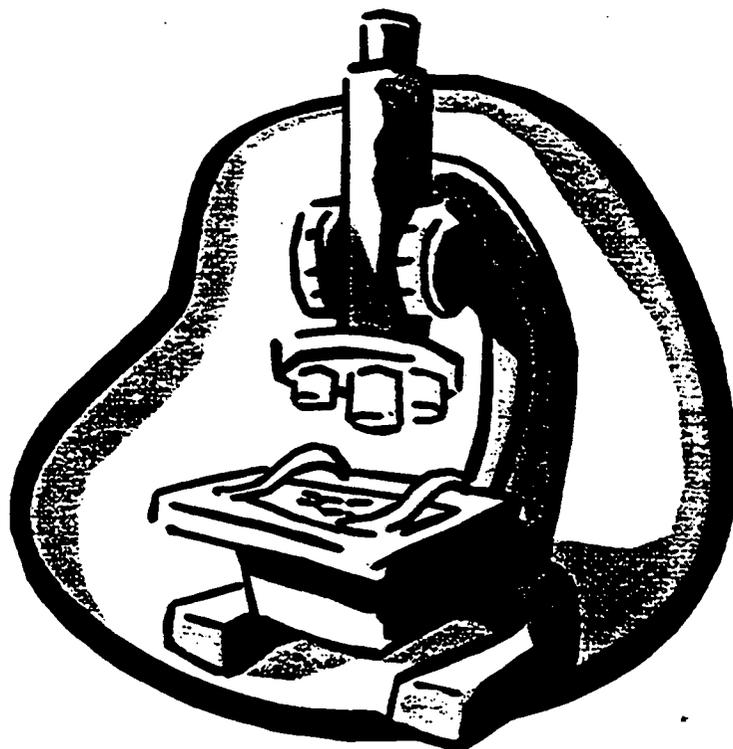
OF VOLUMES:

4 of 4

VOLUME #:

**SCIENCE
EIGHTH GRADE**

**NHA Science Philosophy
Content Standards and Objectives
Grade Level Schedule
The Teaching of Origins**



NHA SCIENCE PHILOSOPHY

National Heritage Academies believes in excellence in science education. Our curriculum is based on:

NHAGOSE Standards (National Heritage Goals and Objectives for Science Education)

Nhagose standards are the state requirements of what all students need to know and be able to do in the subject of Science. A state standardized assessment tool is used to provide feedback on how well the objectives have been covered. Our curriculum has been carefully aligned so as to cover these objectives and skills consistently throughout all grades.

Core Knowledge (content objectives)

The Core Knowledge Sequence represents a first and ongoing attempt to state specific core knowledge that children should learn. It is designed to encourage steady academic progress as children build their knowledge from one year to the next. Core Knowledge objectives cover much of the same information as the state standards, thus, they are not listed twice. For those objectives/units that are specific to Core Knowledge, they are labeled as such and should be covered when possible. It is National Heritage Academies' goal for the Core Knowledge to account for approximately 50% of the science curriculum.

NHA teachers play significant role in the creation of our science curriculum. Besides the extensive work of our science specialist, Randy Creswell, many teachers have contributed time and effort into writing units and/or committee work where much of our information such as experiment tables were compiled.

Our teachers plan their lessons using the content objectives and lesson ideas presented in the binder. Principals will provide the materials and resources needed to accompany the plans.

*SCIENTIFICALLY LITERATE STUDENTS KNOW HOW TO...USE KNOWLEDGE...
TO ENGAGE IN ACTIVITIES...IN REAL-WORLD CONTEXTS.*

I. CONSTRUCT NEW SCIENTIFIC AND PERSONAL KNOWLEDGE

Content Standard 1: All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge.

| Objective | Lessons/Methodology |
|---|----------------------------|
| 1. Generate scientific questions about the world based on observation. | C 1 |
| 2. Design and conduct simple investigations. | C 2 |
| 3. Investigate toys / simple appliances and explain how they work, using instructions and appropriate safety precautions. | C 3 |
| 4. Use measurement devices to provide consistency in investigation. | C 4 |
| 5. Use sources of information to help solve problems. | C 5 |
| 6. Write and follow procedures in the form of step-by-step instructions, recipes, formulas, flow diagrams, and sketches. | C 6 |

II. REFLECT ON THE NATURE, ADEQUACY, AND CONNECTIONS ACROSS SCIENTIFIC KNOWLEDGE

Content Standard 2: All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.

| Objective | Lessons/Methodology |
|--|----------------------------|
| 1. Evaluate the strength and weaknesses of claims, arguments, or data. | R 1 |
| 2. Describe limitations in personal knowledge. | R 2 |
| 3. Show how common themes of science, mathematics, and technology apply in real-world contexts. | R 3 |
| 4. Describe the advantages and risks of new technologies. | R 4 |
| 5. Recognize the contributions made in science by cultures and individuals of diverse backgrounds. | R 5 |

III. USE SCIENTIFIC KNOWLEDGE FROM THE LIFE SCIENCES IN REAL-WORLD CONTEXTS

1. Content Standard 1: All students will apply an understanding of cells to the functioning of multicellular organisms; and explain how cells grow, develop, and reproduce.

| Objective | Lessons/Methodology |
|---|----------------------------|
| 1. Describe similarities / differences between single-celled and multicellular organisms. | LC 2 |
| 2. Explain why specialized cells are needed by plants and animals. | LC 3 |
| 3. Explain how cells use food as a source of energy. | LC 4 |

Content Standard 2: All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions.

| Objective | Lesson/Methodology |
|---|--------------------|
| 1. Compare and classify familiar organisms into major groups on the basis of their structure. | LO 6 |
| 2. Describe the life cycle of a flowering plant. | LO 7 |
| 3. Describe evidence that plants make and store food. | LO 8 |
| 4. Explain how selected systems and processes work together in plants and animals. | LO 9 |

Content Standard 3: All students will investigate and explain how characteristics of living things are passed on through generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes.

| Objectives | Lessons/Methodology |
|--|---------------------|
| 1. Describe how the characteristics of living things are passed down through generations. | LH 2 |
| 2. Describe how heredity and environment may influence / determine characteristics of an organism. | LH 3 |

Content Standard 4: All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time.

| Objective | Lessons/Methodology |
|---|---------------------|
| 1. Describe how biologists might trace possible evolutionary relationships among present and past life. | LE 3 |

Content Standard 5: All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact.

| Objective | Lessons/Methodology |
|--|---------------------|
| 1. Describe common patterns of relationships among populations. | LEC 6 |
| 2. Predict the effects of changes in one population in a food web on other populations. | LEC 7 |
| 3. Describe how all organisms in an ecosystem acquire energy directly or indirectly from sunlight. | LEC 8 |
| 4. Describe the likely succession of a given ecosystem over time. | LEC 9 |
| 5. Identify some common materials that cycle through the environment. | LEC 10 |
| 6. Describe ways in which humans alter the environment. | LEC 11 |
| 7. Explain how humans use and benefit from plant and animal materials. | LEC 12 |

| IV. USE SCIENTIFIC KNOWLEDGE FROM THE PHYSICAL SCIENCES IN REAL-WORLD CONTEXTS | |
|---|----------------------------|
| Content Standard 2: All students will investigate, describe, and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy. | |
| Objective | Lessons/Methodology |
| 1. Describe common physical changes in materials; evaporation, condensation, thermal expansion, and contraction. | PCM 4 |
| 2. Describe common chemical changes in terms of properties of reactants and products. | PCM 5 |
| 3. Distinguish between physical and chemical changes in natural and technological systems. | PCM 6 |
| 4. Describe how waste products accumulating from natural and technological activities create pollution. | PCM 7 |
| 5. Explain physical changes in terms of the arrangement and motion of atoms and molecules. | PCM 8 |
| Content Standard 1: All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. | |
| Objective | Lessons/Methodology |
| 1. Measure physical properties of objects and substances. | PME 8 |
| 2. Describe when length, mass, weight, area, or volume are appropriately to describe the size of an object. | PME 9 |
| 3. Classify objects as elements, compounds, or mixtures. | PME 10 |
| 4. Describe matter as consisting of extremely small particles (atoms) that bond to form molecules. | PME 11 |
| 5. Describe the arrangement and motion of molecules in solids, liquids, and gasses. | PME 12 |
| 6. Describe energy and the many common forms it takes. | PME 13 |
| 7. Describe how common forms of energy can be converted, one to another. | PME 14 |
| 8. Describe electron flow in simple electrical circuits. | PME 15 |
| 9. Use electrical currents to create magnetic fields. | PME 16 |
| Content Standard 3: All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions. | |
| Objective | Lesson/Methodology |
| 1. Qualitatively describe and compare motions in three dimensions. | PMO 4 |
| 2. Relate changes in speed or direction to unbalanced forces in two dimensions. | PMO 5 |
| 3. Describe the forces exerted by magnets, electrically charged objects, and gravity. | PMO 6 |

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| 4. Design strategies for moving objects by means of the application of forces, including the use of simple machines. | PMO 7 |
| Content Standard 4: All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. | |
| Objective | Lessons/Methodology |
| 1. Explains how sound travels through different media. | PWV 6 |
| 2. Explain how echoes occur and how they are used. | PWV 7 |
| 3. Explain how light helps us to see. | PWV 8 |
| 4. Explain how objects or media reflect, refract, transmit, or absorb light. | PWV 9 |
| 5. Describe the motion of pendulums or vibrating objects. | PWV 10 |
| 6. Explain how waves transmit energy. | PWV 11 |
| V. USING SCIENTIFIC KNOWLEDGE FROM THE EARTH AND SPACE SCIENCES IN REAL-WORLD CONTEXTS | |
| Content Standard 1: All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources. | |
| Objectives | Lessons/Methodologies |
| 1. Describe and identify surface features using maps. | EG 7 |
| 2. Explain how rocks and minerals are formed. | EG 8 |
| 3. Explain how rocks and fossils are used to determine the age and geological history of the earth. | EG 9 |
| 4. Explain how rocks are broken down, how soil is formed, and how surface features change. | EG 10 |
| 5. Explain how technology changes the surface of the earth. | EG 11 |
| Content Standard 2: All students will demonstrate where water is found on the earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. | |
| Objective | Lessons/Methodologies |
| 1. Describe various forms that water takes on the earth's surface and conditions under which they exist. | EH 5 |
| 2. Describe how rainwater in Michigan reaches the oceans. | EH 6 |
| 3. Describe the origins of pollution in the hydrosphere. | EH 7 |
| Standard 3: All students will investigate and describe what makes up weather and how it changes from day to day, from season to season, and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. | |
| Objectives | Lessons/Methodology |
| 1. Describe the composition and characteristics of the atmosphere. | EAW 5 |
| 2. Describe patterns of changing weather and how they are measured. | EAW 6 |
| 3. Explain the water cycle and its relation to weather patterns. | EAW 7 |
| 4. Describe the health effects of polluted air. | EAW 8 |

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| Content Standard 4: The Solar System, Galaxy, and Universe. All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe | |
| Objective | Lessons/Methodology |
| 1. Describe the sun, moon, and earth | ES 1 |
| 2. Describe the motions of the earth and moon around the sun | ES 2 |
| 3. Compare the earth to the other planets in terms of supporting life. | ES 3 |
| 4. Describe, compare, and explain the motions of planets, moons, and comets in the solar system. | ES 4 |
| 5. Describe and explain the common observations of the day and night skies. | ES 5 |
| 6. Explain how the solar system is formed. | ES 6 |

Science Objective Summaries and their Links:

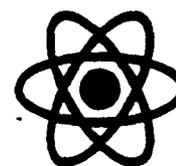
| | | |
|-----|---------------|------------------------|
| EAW | Earth Science | Atmosphere and Weather |
| EG | Earth Science | Geosphere |
| EH | Earth Science | Hydrosphere |
| ES | Earth Science | Space |



| | | |
|-----|--------------|------------------|
| LC | Life Science | Cells |
| LE | Life Science | Evolution |
| LEC | Life Science | Ecosystems |
| LH | Life Science | Heredity |
| LO | Life Science | Living Organisms |



| | | |
|-----|------------------|--------------------------------|
| PCM | Physical Science | Changes in Matter |
| PME | Physical Science | Matter and Energy |
| PMO | Physical Science | Motion of Objects |
| PWV | Physical Science | Waves (Sound, Light, Pendulae) |



RECOMMENDED SCIENCE SCHEDULE GRADE EIGHT

AUG

Aug 27

Scientific Method and small projects PMO 7

SEP

Sep 4 LO Review

Focus on LO 7

Sep 10 LEC Review

Focus on LEC 6

Sep 17 LEC Review

Focus on 9/10

Sep 24 LC and LH Review

OCT

Oct 1 PME 13 and 14 Review

Oct 8 PME 16 and 17 Review

Oct 15 PCM Review

Focus on PCM 4/ PCM 8,

Oct 22 PMO Review

Focus on Newton's Laws

Oct 29 PWV 1, 2, 6, 7 Review

Sound

NOV

Nov 5

GUIDED INVESTIGATION

Nov 12 PWV 3, 4, 5, 8, 9 Review

Light

Nov 19

GUIDED INVESTIGATION

Nov 26 EG Review

Focus on EG8

DEC

Dec 3 EH Review

Focus on EH5

Dec 10 EAW Review

Focus on EAW 6

Dec 17

GUIDED INVESTIGATION

JAN

Jan 3 ES Review

Focus on ES 3

Jan 7 ES Review

Focus on ES 5

Jan 14

INVESTIGATION: MEAP ASSIGNED

Jan 21

8th Grade Science MEAP

FEB - JUNE

Do Science Olympiad

Do Research Projects

Do Remedial Work

The Teaching of Origins National Heritage Academies

National Heritage Academies recognizes that the teaching of origins is a topic that generates passionate debate because it touches deeply at the core of many people's strongly held beliefs. In no way does NHA seek to undermine the beliefs held by each family unit within our schools. Rather, we support the parents' rights to instruct their children on these topics.

At the same time, National Heritage Academies is required to teach according to state standards. NHA is committed to teaching the state's educational objectives in each state in which we are granted a charter. To that end, NHA has a system of objectives called NHAGOSE Standards (National Heritage Academies Goals of Science Education) that are based on Michigan state standards and have been expanded to include those of other states as well as the Core Knowledge Sequence. These NHAGOSE Standards have been approved state by state with our charters as meeting or exceeding state standards.

In teaching science at the elementary and middle school levels, NHA is committed to four teaching strategies. These are:

1. teaching basic facts;
2. teaching science skills (making graphs and tables, measuring, etc.);
3. teaching science models and their limitations;
4. teaching thinking skills to combine all the above into a coherent view of the universe.

The Core Knowledge Sequence focuses on points one and two above. Different state standards are blends of the four areas. Our NHAGOSE Standards have been written to implement these ideas in a way that covers all domains of science in age-appropriate ways.

Objective Standards

The attached appendices are a complete description of the three objectives related to evolution. The summarized objectives are:

- LE 1 - Explain how fossils provide evidence about the nature of ancient life.
- LE 2 - Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments.
- LE 3 - Describe how biologists might trace possible evolutionary relationships among present and past life forms.

Note: LE 1 and LE 2 are elementary objectives and LE 3 is a middle school objective.

Philosophies, Ideology and Religion

It is required that all National Heritage Academies' schools teach science. The teaching of science necessitates teaching to objectives. In the process of teaching these objectives, we:

- teach basic facts;
- teach science skills (make graphs and tables, measurement...);
- teach science models and their limitations;
- teach thinking skills to combine all the above into a coherent view of the universe.

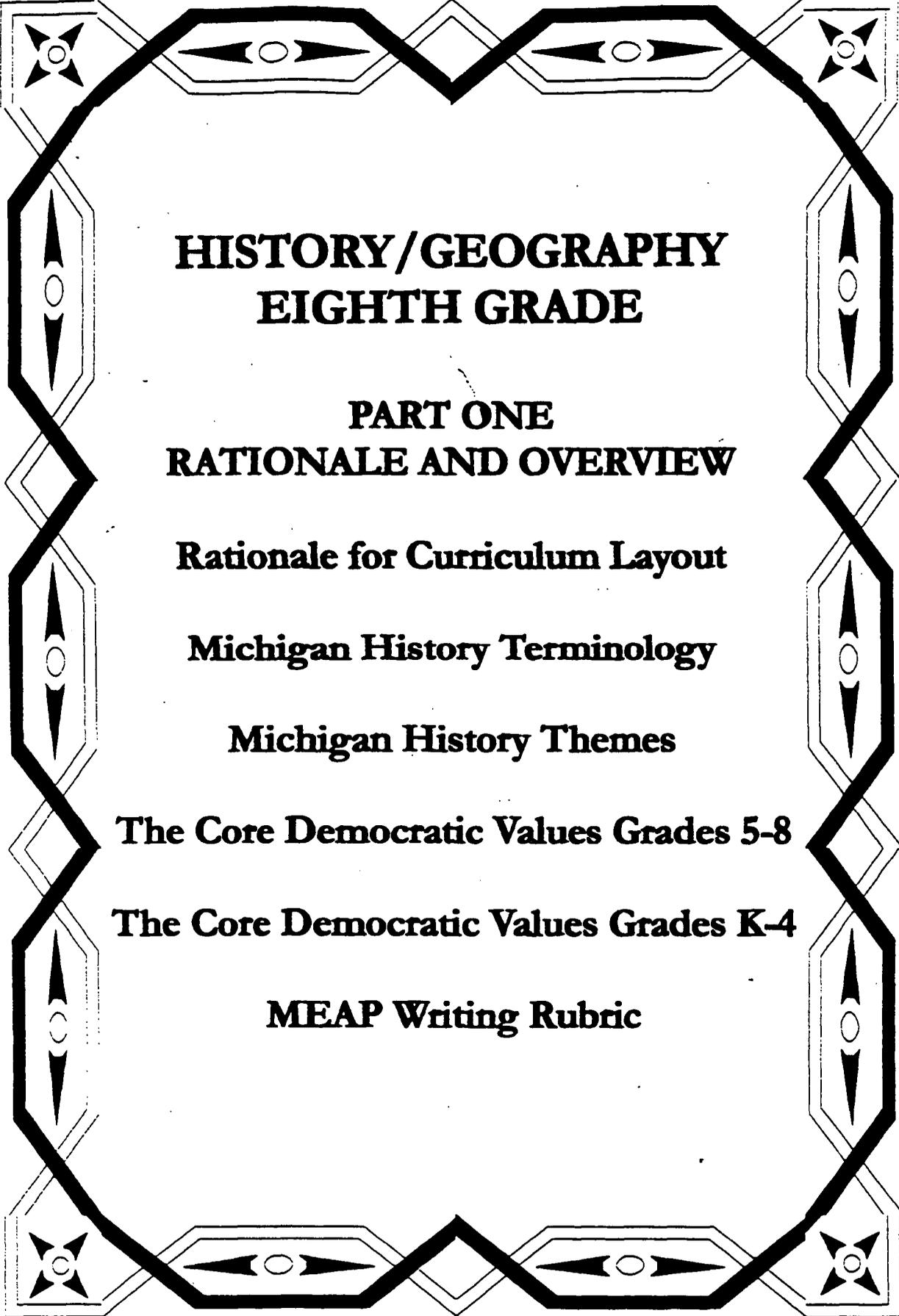
We do not teach any particular philosophy, ideology and/or religion that are not stated in our objectives.

We do not teach ideology or naturalistic religion. To the extent that evolution is concerned with fossils (and deductions from them), adaptations of plants and animals to environments, we teach these as testable, observable domains in which we legitimately practice scientific inquiry. In LE 3 we recognize evolution to be a working tool of the life sciences, which all students, regardless of their belief structures, should understand. Note that this objective does not insist that all biologists are evolutionists, mandate that evolutionary relationships are facts and laws like Newtonian Mechanics, or require that anyone believe the evolutionary relationships. The objective does require that we teach all students to understand how some biologists have reached certain conclusions.

Each of the listed objectives is tied in our curriculum to a related body of knowledge. LE 1 is tied to geology and is integrated with geology units. LE 2 is tied to the study of living organisms, their character and diversity. LE 3 is taught with units on cell biology and heredity. The result is that we are teaching science, of which these objectives are a part.

We do not teach creationism or scientific creationism. We do not have any labeled objectives for creationism. There are matters on which some scientific creationists will focus such as erosion (dealt with in EG 4, EG 10, EH 2 and EH 6) or density (PME 8). These topics are taught, but as issues of science, not as issues of creationism.

In all of our teaching, we are helping students both develop and critique models of the universe, recognizing that models have value in helping us to think, plan, and make conclusions. We also seek to help students recognize that models are simplifications of reality and are thus always subject to the limitations of our finite minds.



**HISTORY/GEOGRAPHY
EIGHTH GRADE**

**PART ONE
RATIONALE AND OVERVIEW**

Rationale for Curriculum Layout

Michigan History Terminology

Michigan History Themes

The Core Democratic Values Grades 5-8

The Core Democratic Values Grades K-4

MEAP Writing Rubric

RATIONALE FOR CURRICULUM LAYOUT

MICHIGAN

The History Themes Project: This effort was created for Michigan teachers and students to provide a reasonable and valid list of important events, people, and ideas for United States and Michigan History. This reasonable and valid list is known as "Posthole Events."

Purpose: Why Did We Need a History Themes Project?

The content standards and benchmarks for social studies in the Michigan Curriculum Framework are very specific about how we expect students to use historical knowledge. The four Michigan History Content Standards which reflect the National History Standards, ask students to be able to:

- use time and chronology of important historical events in the history of the United States to explain cause and effect
- to show a comprehension of the past by being able to tell the story of the past using important events, places and people from the past
- to use primary and secondary source documents to analyze the past from a variety of points of view
- to judge decisions from the past

While the content standards are specific regarding the acquisition of an historical perspective, they do not tell teachers and their students which historical events and people are important. The goal of both the Curriculum and MEAP Offices at the Department of Education and the Department of Treasury is to maintain a perfect alignment between the benchmarks and the social studies MEAP tests at grades 5, 8, and 11.

At the fourth grade, students are preparing for the fifth grade MEAP. Therefore, it is important that fourth grade teachers and students understand the Michigan Themes Project and align it with their curriculum. National Heritage Academies has done just that. The History/Geography portion of the curriculum handbook makes use of the postholes, themes, definitions and descriptions in a complete manner for future fifth grade MEAP preparation.

NORTH CAROLINA

Teachers are to use their state book for the first semester.

Teachers are to use the Core Knowledge objectives for the second semester.

NEW YORK

Teachers are to use their state book for the first semester.

Teachers are to use the Core Knowledge objectives for the second semester.

*** Note: For ease of use, you will find state names at the bottom of each page. These indicate which pages apply to your teaching.**

MICHIGAN HISTORY TERMINOLOGY

THEMES: Themes add a dimension to history that is vital if students are to make sense of it. Emphasizing a limited number of ideas with students adds depth to a student's developing understanding of history. Having a handful of big ideas in mind at the beginning of the year adds purpose to the selection of the details that a teacher will present.

POSTHOLE EVENT

The important date and the historical event associated.

BENCHMARK

Benchmarks provide indicators of student expectations at various developmental levels. They indicate what students should know and be able to do.

ALIGNMENT

The alignment of the curriculum is what students are responsible for learning in a course or subject. It is critical that every unit and lesson is intentionally designed to meet the learning goals of the course. The NHA curriculum content is designed to support national and state standards and state and standardized tests.

Benefits

- Aligning curriculum ensures that students are well prepared for assessments
- Aligning curriculum ensures that students achieve the standards
- Consistency across grade levels
- Aids In the collaboration among all teachers
- Bridges the gap between what students should Know and Do and the Teaching and Learning Process

CORE DEMOCRATIC VALUES (Kindergarten – grade 4 definition)

The core democratic values are the ideas in which Americans believe. We do not look the same. We like different things. We each think differently. There are some ways that we are the same. We believe in telling the truth. We believe in treating people fairly. To be good citizens we must practice these values each day at home and school.

CORE DEMOCRATIC VALUES (Grades 5-8 definition)

Core Democratic Values are the fundamental beliefs and constitutional principals of American society, which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation.

CONCLUSION

Closely examine the relationship between the theme and the posthole events that have been identified to illustrate them. The state of Michigan along with NHA believes that they will provide a framework that will be a powerful aid to promoting historical understanding in your students.

MICHIGAN

8th Grade American History Themes, Postholes, Definition and Description - 1763-1877

Theme 1: The movement of people, the spread of cultures and technological innovations of diverse groups and visionaries fueled the growth of America. (Civilization, Cultural Diffusion, and Innovation)

A major theme in history is civilization, cultural diffusion and innovation; these concepts deal with the spread of tools, machines, traditions, lifestyles, laws, practices and ideas. To understand history we need to look at how groups of people have interacted, their goals, tools and inventions. Teachers of social studies must help students recognize the fluid interplay between different groups and the struggle to maintain a group identity while absorbing and accommodating change. Often once an idea has been unleashed it cannot be contained and frequently causes an unanticipated transformation--the process of diffusion.

Human groups continually influence each other's lifestyles, whether by intention or not. For example, Europeans used technology to explore and trade. Their values and interactions effected Native Americans, forever changing the lifestyle of native peoples. A prohibition against reading and writing by enslaved Africans was once used to dominate African Americans, yet it has become an important means of expression of African American culture. Political rights, originally reserved only for white male property owners, once unleashed, could not be denied to women and minorities.

The spread and use of ideas, technology and innovations causes people to change and evolve. The Erie Canal brought a rich flood of new people who spread their cultures and innovative ideas to ever-widening geographic spheres.

Benchmark Alignment: II.2MS4, II.2MS5, II.5MS1, IV.2MS2, IV.4MS1

Theme 2: The development and expansion of the United States was driven by the relationship between location, natural resources, climate and the cultures of the people who settled North America. (Human Interaction with the Environment)

Humans influence each other, just as they interact with the natural environment. Events in history need to be seen in light of the struggles of humans to master nature by developing ways to use and control the environment.

A comparison of the development of roads, railroads, and canals will help students develop an understanding of one way people interacted with their environment in the 18th and 19th centuries. Challenging physical environments and unconnected regions were seen by many European as barriers to progress. Uniting the resources of distant regions of the US to manufacturing centers and markets spurred the growth of transportation systems. The building of canals and railroads and the improvement in roads, in turn aided in the migration of people through out the country.

An understanding of our world based on relationships between location, resources, climate, and other elements of the natural environment is necessary for making wise social and economic choices.

Benchmark Alignment: I.1MS2, II.3MS2

Theme 3: Ideas, values and beliefs of African, European and Native Peoples shaped American politics, institutions, events and economic systems. (Values, Beliefs, Economics, Political Ideas and Institutions)

How people organize themselves into political, religious, social, and economic groups is important to an understanding of history and modern life. An accurate understanding of why events occurred as they did is dependent on knowledge of the beliefs that were reflected in the institutions of the time. The relationships between the choices people make about how social structures allot the use of, and access to, resources leads to an understanding of how beliefs and values become institutions over time. Often ideas begin as commonly held assumptions that assume a pattern and become an institution: a social structure that supports the values and beliefs of the dominant culture as they evolve.

Slavery provides a window into how human beliefs; political ideas and distribution of resources develop into an institution. Slavery was an institution that Europeans brought with them to the New World. As ideas about slavery changed, these values influenced public opinion and politics, and challenged the institution as the country began to develop. Southern economy, built on the that institution collapsed when slavery was made unlawful. To achieve lasting learning, teachers of social studies need to help students identify the relationship between historical events and changing beliefs. Accepted beliefs often become assumptions that can evolve into institutions that support those beliefs.

Benchmark Alignment: I.4MS3, I.2MS1, III.1MS3, III.1MS4, III.2MS1, 2, and 3, IV.5MS3

Theme 4: The development of the United States and its role in world affairs is a result of many experiences with conflict and cooperation. (Conflict and Cooperation)

Teachers of Social Studies provide students with a framework for understanding when they teach them that certain patterns of human behavior reoccur. Understanding how some behavior patterns repeat across time and space helps learners to make lasting connections. Much of American history can be meaningfully understood by viewing it in terms of cooperation and conflict. A complete look at American development must include ways people work together and cooperate during times of conflict as well as during times of peace. Furthermore, how we teach about conflict and cooperation affects our students' responses to these events in their own lives. Conflicts in American history include resolution of some while others remain unresolved.

Students can learn to identify reoccurring patterns through key events in United States history. Even in times of great cooperation, there can also be great conflict. Students will, for example, identify and describe cooperative efforts during colonial times as a key to the survival of colonists. Yet at the same time, controversy and conflict over religion and religious practices were also a part of colonial life. The social studies teacher brings the interplay between conflict and cooperation to light.

During the Civil War the cooperative efforts of the non-slave states supported America's military need. President Lincoln's call for soldiers to fight for the Union inspired thousands of working farmers to relinquish their farms to the untried skills of their wives and children. Social studies teachers insightfully forge a deeper understanding of this era of international conflict when they also characterize it as an era of national cooperation. The ordinary concerns and social and economic inequalities experienced by many Americans continued to exist during this era of conflict and cooperation and dedication to winning the war. It is from the teacher of social studies that the student will gain insight into our nation in which the ordinary, whether an element of conflict or cooperation, continues to exist side by side with the extraordinary. Students experience these same elements of conflict and cooperation in their own lives and social studies educators give students a powerful tool for lasting understanding by teaching learners how to see that these human patterns happen over and over and so connect history to the present.

Benchmark Alignment: I.1MS1, I.2MS1, I.2MS4, I.3MS1, I.4MS4, III.5MS2, VI.1MS3

Theme 5: American growth can be understood by comparing the development of social and cultural groups, and different regional characteristics. (Comparative History of Major Developments)

We can use comparison and contrast as important teaching vehicles to see historical elements that are separated by space, time, gender or other variables. Looking at differences and similarities help us clarify our understanding of people, times, and places. It can also help us gauge the importance of the topics being studied. Helping our students draw these relationships can provide an opportunity to make them more humane and avoid mistakes from the past. These comparisons can be pathways to insights into our times and our culture.

Students gain a much greater depth of understanding about each group and the times in which they emerged when considered together. A comparative study of Native Peoples on the eve of colonization, the Plains Indians versus the Woodland Indians for example, show connections and relationships to regions, cultures and legacies that would not necessarily surface if studied without conscious attention to their similarities and differences. The Abolition Movement too provides an interesting opportunity for comparative study between its development in Michigan as compared to the rest of the United States.

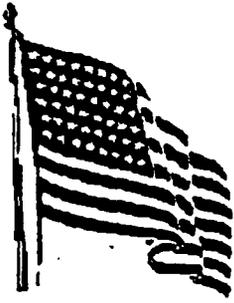
Benchmark Alignment: I.1MS2, I.2MS1, II.1MS2, II.2MS5, II.4MS4, III.1MS4, III.2MS1, IV.4MS2, IV.4MS1, V.2MS1

Theme 6: The voices and experiences of the ordinary people help us understand the social and political interaction and the changing patterns of class, ethnic, racial and gender structures in America. (Patterns of Social and Political Interaction)

The teaching of history needs to include an understanding of the common people as well as the famous. History is incomplete without the daily culture of everyday people. Social history accesses the daily experiences of the men and women who lived during the time being studied. These men and women have left the record of their lives in their labor, poetry, stories, dances, songs, letters, and a myriad of other informal sources. When teachers of social studies put learners into the social context of the time, students meet ordinary people on their terms in their own times and see them as important contributors to key events. This provides students with multiple points of view and gives them a vehicle to engage in critical questioning of historical sources such as: "Whose voice am I hearing and why? What might a lumberjack, or a miner, a mother, or an African American have thought about this issue?"

We can teach students about these patterns of social and political interactions from many points of view. Primary source documentation includes such items as personal journal entries, photographs, and folk songs. By using these social elements as well as the more traditional sources of governmental records, laws, and textbooks, we allow the learner to have a fuller picture of lives of the people of the time. Students are better able to appreciate the hardships, efforts and contributions of common men and women to the larger events in history. The songs of slavery provide a critical window into the lives of 19th Century Americans. The soldiers of the Revolutionary War gave a voice to men, women and children. Songs of workers on the Erie Canal open a window to factors influencing Michigan's statehood.

Benchmark Alignment: I.3MS3, I.4MS3, III.3MS2, VI.1MS2, VI.1MS3



The Core Democratic Values (Grades 5-8)

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are brief definitions of some core democratic values.

Common good: People should work together for the good of all. The government should make laws that are good for everyone.

Justice: All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Liberty: Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, and the right to have any lawful job or business.

Popular sovereignty: The power of the government comes from the people.

Life: Each person has the right to the protection of their life.

Equality: Everyone should get the same treatment regardless of where your parents or grandparents were born, your race or religion, or how much money you have. All people have political, social and economic equality.

Diversity: Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.

Pursuit of happiness: Each person can find happiness in their own way, so long as they do not step on the rights of others.

Truth: The government and citizens should not lie.

Patriotism: A devotion to our country and the core democratic values in word and deed.

Rule of law: Both the government and the people must obey the law.

ALL STATES



The Core Democratic Values (Kindergarten – Grade 4)

The core democratic values are the ideas in which Americans believe. We do not look the same. We like different things. We each think differently. There are some ways that we are the same. We believe in telling the truth. We believe in treating people fairly. To be good citizens we must practice these values each day at home and school.

Our Core Democratic Values: Elementary Definitions

Teaching our core democratic values in kindergarten through grade 4 can be fun for students and easily integrated into your daily interactions with students. These simpler definitions are appropriate for younger students, *but please check your understanding of them by reading the definitions used in grades 5 through 8 (see next page).* Your complete understanding will assure that your teaching will assist the teachers in the upper grades and eliminate misunderstandings by your students.

Common good: Help others at home and school

Justice: Take turns and be fair to others

Liberty: Follow your beliefs and let others follow theirs

Popular sovereignty: Majority rules

Life: Rules keep you safe, follow them

Equality: Give everyone an equal chance

Diversity: Work and play with everyone

Pursuit of happiness: Have fun but follow the rules at home and school

Truth: Tell the truth

Patriotism: Use the core democratic values and home and school

Rule of law: Rules are made for everyone to follow

ALL STATES

MEAP WRITING RUBRIC

Holistic Feature Scoring of Civic Writing: Grades 5 and 8

(Future Reference for MEAP Assessment-Students should understand and begin to practice writing using these rubric guidelines at the fourth grade level. This detailed list was developed by social studies range-finding committees to provide directions for those who will be scoring extended MEAP responses. History and Geography teachers should model this rubric with their writing lessons.)

| Points | Description |
|--------|--|
| 4 | <p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated position on the issue and support for that position <ul style="list-style-type: none"> - Students should use words such as support/oppose, for/against, agree/disagree, or should/should not - Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide the issue • Provide at least one supporting point that is based on the Core Democratic Values of American constitutional democracy <ul style="list-style-type: none"> - Do not accept if this support contradicts state position • Provide at least one piece of accurate, important, and relevant supporting social studies information that comes from the student's prior knowledge of civics, economics, geography, or history (Information other than that supplied by the Data Section or a Core Democratic Value) <ul style="list-style-type: none"> - Do not accept feelings or opinions for this element - Do not accept if this support contradicts stated position • Provide at least one piece of accurate, valid, and relevant supporting information from the Data Section <ul style="list-style-type: none"> - Do not accept if this support contradicts stated position - Data interpretations must be more right than wrong |
| 3 | <p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated and supported position on the issue • Provide at least one supporting point that is based on Core Democratic Values • Contain at least one of the remaining two elements |
| 2 | <p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly state and supported position on the issue • Contain at least one of the three remaining elements |
| 1 | <p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated and supported position on the issue |
| 0 | <p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p> |

Note: The supporting points used by students must be explained in enough detail to show a clear connection to the position taken (Yes, I support, No, I do not support).