

Course: English/Language Arts  
 Instructor: Shaw/Schreiber

State Goal 1 Read with understanding and fluency.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Apply word analysis skills to recognize new words.	1. A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas.	Through various activities, the learner will practice using prefixes, suffixes, and root words to understand word meaning.	Word Skills Dictionary Literature book English text book	All year
	1. A. 3b Analyze the meaning of words and phrases in their context.	Through various reading activities, the learner will be able to identify meaning of words in context, identify & interpret figures of speech & literacy devices.	Word Skills Literature book <i>READ</i> magazine	All year
B. Apply reading strategies to improve understanding and fluency.	1B. 3a Preview reading materials, make predictions and relate reading to information from other sources.	The learner will use skimming to preview reading materials and make connections to real world situations.	Word Skills Literature book <i>READ</i> magazine Supplemental sources	All year
	1B. 3b Identify text structure and create a visual representation.	Through the use of graphics & outlining, the learner will demonstrate understanding of structure of selection.	Literature book <i>READ</i> magazine Supplemental sources	All year
B. Apply reading strategies to improve understanding and fluency.	1 B. 3c Continuously check and clarify for understanding.	The learner will be able to infer and draw conclusions about text supported by textural evidence and experience.	Literature book <i>READ</i> magazine Printed directions Supplemental materials	All year
	1B. 3d Read age-appropriate material with fluency and accuracy.	Student will meet individual AR goals for the quarter.	AR books Literature book <i>READ</i> magazine Supplemental materials Novels	All year
C. Comprehend a broad range of reading materials.	1. C. 3a Use information to form, explain and support questions	The students will write a short response or complete graphic organizers using	AR books Literature book <i>READ</i> magazine Supplemental	All year

	and predictions.	evidence from the text.	materials Novels	
	1. C. 3b Interpret and analyze entire narrative text using story elements, point of view and theme.	The learner will identify varying points of view and how they affect the reader's interpretation. The learner will practice identifying the themes of selections. Students will map plots of selected items.	Literature book READ magazine Supplemental materials Novels	All year
C. Comprehend a broad range of reading materials.	1. C. 3c Compare, contrast and evaluate ideas and information from various sources and genres.	The learner will use movies, newspapers, novels, and TV to compare/contrast information by composing an essay.	Literature book READ magazine Supplemental materials Novels	All year
	1. C. 3d Summarize and make generalizations from content and relate them to the purpose of the material.	The learner will write summaries and generalizations of passages and explain why they are appropriate.	Literature book READ magazine Supplemental materials Novels	All year
	1. C. 3e Compare how authors and illustrators use text and art across materials to express their ideas.	Students will write an expository paper explaining how foreshadowing, art illustrations, and flashbacks increase their understanding of the story.	Literature book READ magazine Supplemental materials	All year
	1. C. 3f Interpret tables that display textual information and data in visual formulas.	The learner will answer questions about charts, maps, diagrams, and tables.	English book Supplemental materials READ magazine Literature book	All year

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State Goal 2: Read and understand literature representative of various societies, eras and ideas.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand how literacy elements and techniques are used to convey meaning.	2.A. 3a Identify and analyze a variety of literary techniques within classical and contemporary works representing a variety of genres.	Students will identify literary elements and their impact on the learner's understanding of the selections.	READ magazine Literature book Supplemental material	All year
	2. A. 3b Describe how the development of the theme, character, plot and setting contribute to the overall impact of a piece of literature.	Students will write an expository paper explaining the elements of setting, character, and plot and how they contribute to the theme of the story.	READ magazine Literature book Supplemental material	All year
	2. A. 3c Identify characteristics and authors of various literary form.	Using a check sheet, the learner will mark off the different literary genres and authors that have been read.	READ magazine Literature book Supplemental material	All year
	2. A. 3d Identify ways that an author uses language structure, work choice and style to convey the author's viewpoint.	The learner will predict how the story might be different if the author changed certain literary techniques, such as dialect, setting, and vocabulary.	READ magazine Literature book Supplemental material	All year

2. B. Read and interpret a variety of literary works.	2. B. 3a Respond to literary material from personal, creative, and critical points of view.	The students will be able to express personal reactions, create an extension of the literature and analyze aspects of the selection.	READ magazine Novels Literature book Supplemental material	All year
	2. B. 3b Compare and contrast common literary themes across various societies & eras.	Through various reading activities, the learner will be able to compare and contrast various societies & eras.	READ magazine Novels Literature book Supplemental material	All year
	2. B. 3c Analyze how characters in literature deal with conflict, solve problems, and relate to real life situations.	In various reading activities, the learner will be able to understand & explain how literary characters reflect real like experiences as they deal with conflict and solve problems.	READ magazine Novels Literature book Supplemental material	All year
3.A Use correct grammar, spelling, punctuation, capitalization and structure.	3.A. 3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	The learner will practice using correct grammar, mechanics, and sentence structure with worksheets, text assignments, and other supplements. They will produce compositions correctly.	Supplemental materials English textbook	All year
3. B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B. 3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration, and coherence.	The learner will write a variety of essays that satisfy ISAT requirements.	Supplemental materials English textbook	All year
	3.B. 3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using	The learner will revise rough drafts during the year using contemporary technology available.	Supplemental materials English textbook	All year

	contemporary technology and formats suitable for submission and/or publication.			
3. C. Communicate ideas in writing to accomplish a variety of purposes.	3. C. 3a Compose narrative, informative, and persuasive writings for a specified audience.	Throughout the year, the learner will show mastery of the 3 forms by writing different compositions in a manner appropriate for school format style.	Supplemental materials English textbook	All year

Course: 8<sup>th</sup> Grade Computers  
 Instructor: Holley

State Goal 3: Write to communicate for a variety of purposes.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.2d Edit documents for clarity; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	Students will learn the different ways to format documents to improve their appearance.	The text book they will use ifi Office XP Basics. They will concentrate on Unit #2 of the book which is MS Word.	Throughout the entire 9 weeks of the 9 week course.
C. Communicate ideas in writing to accomplish a variety of purposes.	3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.	Students will learn how to use Microsoft Office. They will learn how to create and edit documents. They will learn how to add both tables and graphic images to a document.	The text book they will use ifi Office XP Basics. They will concentrate on Unit #2 of the book which is MS Word.	Throughout the entire 9 weeks of the 9 week course.

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State Goal 3: Write to communicate for a variety of purposes.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
3. C. Communicate ideas in writing to accomplish a variety of purposes.	3. C. 3b Using available technology, produce compositions and multimedia works to specified audiences.	Certain class assignments must be produced on the computer and may include objects imported from the internet. Projects may include power point presentation or other computer generated ideas.	English textbook Supplemental material	All year

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State Goal 4: Listen and speak effectively in a variety of situations.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
4. A. Listen effectively in formal and informal situations.	4. A. 3a Demonstrate ways that listening attentively can improve comprehension.	After listening to directions, the learner will be able to paraphrase of summarize the message that was presented. He should be able to respond and ask relevant questions.	Check sheet Supplemental material English book	All year
	4. A. 3b Compare a speaker's verbal and nonverbal messages.	The learner will be able to evaluate the body language, visual expression, and tone of voice of the spoken message.	Supplemental materials Teacher's actions and words.	All year
	4. A. 3c Restate and carry out multistep oral instructions.	The learner will be able to evaluate the body language, visual expression, and tone of voice of the spoken message while remembering the sequence of steps.	Supplemental materials Teacher's actions and words.	All year
	4. A. 3d Demonstrate the ability to identify and manage barriers to listening.	The learner will be able to be attentive to teacher's directions and explanations.	Supplemental materials Teacher's actions and words.	All year

<p>4. B. Speak effectively using language appropriate to the situation and audience.</p>	<p>4. B. 3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas, and use visual aids and contemporary technology as support</p>	<p>In making presentations to the class, the learner will exhibit understanding of language appropriate to the occasion and the audience. Supported information will be made clear to the audience.</p>	<p>English book Lecture material Samples of formal and informal language.</p>	<p>All year</p>
	<p>4. B. 3b Design and produce reports and multimedia compositions that represent group projects.</p>	<p>As projects related to class materials, the learners may work in groups to produce a multi-media project.</p>	<p>English book Novels</p>	<p>All year</p>
	<p>4.B. 3c Develop strategies to manage or overcome communication anxiety and apprehension.</p>	<p>The learner will be taught relaxation techniques by the teacher and the learner will adopt what best fits their needs.</p>	<p>Demonstrations</p>	<p>All year</p>
	<p>4. B. 3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.</p>	<p>Through role playing, the learner will demonstrate strategies needed to maintain communication and avoid conflict.</p>	<p>Demonstrations</p>	<p>All year</p>

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State Goal 5: Use the Language Arts to Acquire, Assess, and Communicate Information

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Locate, organize & use information from various sources to answer questions, solve problems, & communicate ideas.	5. A. 3a Identify appropriate resources to solve problems or answer questions through	Students will locate information from various sources about assigned years, and they will arrange the information in the orderly manner	Billy Joel's "We Didn't Start the Fire" Internet Encyclopedia History books	Spring
	5.A. 3b Design a project related to contemporary issues(e.g. real world math, career development, community service) using multiple sources.	Students will research different state war monuments and create a timeline reflecting their gathered information.	Trip to Springfield and visit to monuments Illinois history books Internet	Spring
B. Analyze and evaluate information acquired from various sources.	5B. 3a Choose and analyze information sources for individual, academic, an functional purposes.	Students will research different state war monuments and create a timeline reflecting their gathered information.	Trip to Springfield and visit to monuments Illinois history books Internet	Spring
	5B. 3b Identify, evaluate, and cite primary sources.	5.A.3a	5.A. 3a	5.A. 3a

5. C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.	5.C.3a Plan compose, edit, and revise documents that synthesize new meaning gleaned from multiple sources.	5. A.3a 5.A. 3b	5. A.3a 5.A. 3b	5. A.3a 5.A. 3b
	5.C. 3b Prepare & orally present original work(e.g. poems, monologues, reports, plays, stories) supported by research.	Literature based assignments	Creative writing Novels	All year
	5. C. 3c Take notes, conduct interviews, organize, and report information in oral, visual, and electronic formats.	Students will glean information to use in a variety of ways of class related projects.	Power Point Presentation Oral reports Collage Posters Diorama 3 D Project	All year

Course: Math 8

Instructor: Jan Schoening

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios and proportions

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
6A Demonstrate knowledge and use of numbers and their representation in a broad range o theoretical and practical settings.	6.a.3 Represent fractions, decimals, percentages, exponents and scientific notation in equivalent forms.	Operations with integers Solve problems with powers & exponents Express numbers in scientific notation Order and compare rational & numbers Locate rational & irrational numbers on a number line. Solve problems with exponents, roots, prime and compositite numbers, prime factorization, gcf & lcm	Textbook  Ch 2  Ch 7  Supplemental worksheet	October    May
6B Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication and division) and their properties, algorithms and relationships.	6B.3a Solve practical computation problems involving whole numbers, integers and rational numbers.	Solve problems using addition, subtraction, multiplication, & division of rational numbers, exponents and roots	Textbook  Ch 7	May
	6B 3b Apply primes, factors, divisors, multiples, common factors and common multiples in solving problems	Identify & use prime/composite, factors, divisors, LCM, and GCF	Textbook  Ch 7  Supplemental worksheet	April
	6B.3c Identify and apply properties of real numbers including pi, squares, and	Identify and apply commutative, associate, idendity and inverse properties of addition and multiplication, distributive property,	Textbook  Ch 7	May

	square roots	property of 0		
6C Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	Select computational procedures and solve problems with whole numbers, fractions, decimals, percents, and proportions	Apply order of operation to simplify expressions	Textbook Ch 3  Supplemental worksheet	November
	6.C.3b Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable.	Select & use operations & methods to estimate & solve problems with rational numbers. Determine reasonableness. Estimate square roots of numbers that are not perfect squares.	Textbook Ch 3	November
6D Solve problems using comparison of quantities, ratios, proportions and percents	6.D.3 Apply ratios and proportions to solve practical problems.	Use rates and ratios to model and solve real life problems  Recognize & interpret percents. Solve problems involving fractions, decimals & percents (increase, decrease, discounts, tax, interest, tips)	Textbook Ch 5  Ch 6  Supplemental worksheets	January  February

Course: Math 8

Instructor: Jan Schoening

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
7.A. Measure and compare quantities using appropriate units, instruments, and methods.	7.A.4a Apply units and scales to describe and compare numerical data and physical objects	Use unit analysis	Textbook, Ch. 1	September
	7.A.4b Apply formulas in wide variety of theoretical and practical measurement applications involving perimeter, area, etc.	Understand measurable attributes of objects and the units, systems and processes of measurement	Textbook, Ch. 1,3,5, & 12	September, October, December, May
7.B Estimate measurements and determine acceptable levels of accuracy.	7.B.4 Estimate and measure the magnitude and directions of physical quantities using rulers, protractors and other instruments including calculators and computers			

<p>7.C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</p>	<p>7.C.4a Make indirect measurements, including heights and distances, using proportions.</p>	<p>Apply and adapt a variety of appropriate strategies to solve problems</p>	<p>Textbook Ch 11 &amp; 12</p>	<p>May, if enough time</p>
	<p>7.C.4b Interpret scale drawings and models using maps and blueprints</p>	<p>Demonstrate how scale is used to enlarge or reduce drawings, maps, etc.</p>	<p>ISAT Review  Make a scale drawing to a cartoon character</p>	
	<p>7.C.4c Convert within and between measurement systems and monetary systems using technology where appropriate</p>	<p>Use rates, ratios, and percents</p>	<p>Textbook, Ch 3</p>	<p>November</p>

Course: Math 8

Instructor: Jan Schoening

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
8.A. Describe numerical relationships using variable and patterns.	8.A.4a Use algebraic methods to convert repeating decimals to fractions	Understand numbers and ways of representing numbers	Textbook, Ch 1,8, & 9	September, February, March
	8.A.4b Represent mathematical patterns and describe e their properties using variables and mathematical symbols	Analyze mathematical situations and structures using alegebraic symbols	Textbook Ch 2	September/October
8.B. Interpret and describe numerical relationships using tables, graphs, and symbols.	8.B.4a Represent algebraic concepts with physical materials, words, diagrams, tables, graphs, equations and inequalities and use appropriate technology	Use mathematical models to represent and understand quantitative relationships	Textbook Ch 5, 6	January/February
	8.B.4b Use the basic functions of absolute value, square root, linear, quadratic and step to describe numerical relationships	Understand meanings of operations and how they relate to one another	Textbook, Ch 10, 11	April/May

8.C Solve problems using systems of numbers and their properties.	8.C4a Analyze and report the effects of changing coefficients, exponents and other parameters on functions and their graphs	Draw and make predictions from scatter plots. Evaluate and identify functions.	Textbook, Ch 4	November
	8.C.4b Apply algebraic properties and procedures with matrices, vectors, functions, and sequences using data found in real life	Adding and subtracting matrices	Textbook, Ch 2	October
8.D Use algebraic concepts and procedures to represent and solve problems.	8.D.4 Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computers.	Examine techniques of solving equations and systems of linear equations	Textbook Ch. 3, 7, 9	October, February, April

Course: Math 8

Instructor: Jan Schoening

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
9.A Demonstrate and apply geometric concepts involving points, lines, planes and space.	9.A.4a Construct a model of a three-dimensional pattern			
	9.A.4b Make perspective drawings, tessellations and scale drawings, with and without the use of technology			
9.B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	9.B.4 Recognize and apply relationships within and among geometric figures	Analyze characteristics and properties of two and three dimensional shapes and develop mathematical arguments	Textbook in problems set	All Year
9.C Construct and test logical arguments for geometric situations using technology where appropriate	9.C.4a Construct and test logical arguments for geometric situations using technology where appropriate	Review Pythagorean Theorem	ISAT Review	March
	9.C. 4b Construct and communicate convincing arguments for geometric situations		ISAT Review	March

	9.C.4c Develop and communicate mathematical proofs and counter examples for geometric statements			
D. Use trigonometric ratios and circular functions to solve problems	9.D.4 Analyze and solve problems involving triangles using trigonometric ratios			

Course: Math 8

Instructor: Jan Schoening

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
10.A Organize, describe and made predictions from existing data.	10.A.4a Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatter plots and box-plots	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	Textbook, Ch. 6	February
	10.A.4b Analyze data using mean, median, mode, range, variance and standard deviation of a data set, with and without the use of technology	Apply and use measures of central tendency	Textbook, Ch. 6	February
	10.A.4c Predict from data using interpolation, extrapolation and trend lines, with and without the use of technology	Explore interpolation and extrapolation of data from graphs	Textbook, Ch.5  Construct graphs, draw line of best fit, determine linear equation & predict data	
10.B Formulate questions, design data collection methods, gather and analyze data and communicate findings.	10.B.4 Design and execute surveys or experiments, gather data to answer relevant questions, and communicate results and conclusions.			

<p>10.C Determine, describe and apply the probabilities of events.</p>	<p>10.C.4a Solve problems of chance using the principles of probability including conditional settings</p>	<p>Explore experimental and theoretically probability</p>	<p>Textbook, Ch. 2</p>	<p>October</p>
	<p>10.C.4b Design and conduct simulations</p>			
	<p>10.C.4c Propose and interpret discrete probability distributions</p>			

Course: Math 8

Instructor: Jan Schoening

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios and proportions

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
6A Demonstrate knowledge and use of numbers and their representation in a broad range o theoretical and practical settings.	6.A.4 Identify and apply the properties of real numbers including special numbers such as pi and square roots.	Use properties to evaluate algebraic expressions	Textbook, Ch. 1	September
6B Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication and division) and their properties, algorithms and relationships.	6.B.4 Select and use appropriate arithmetic operations in practical situations	Identify solutions to equations and inequalities	Textbook, Ch. 1,3,6	September, November, January
	6.B.3b Apply primes, factors, divisors, multiples, common factors and common multiples in solving problems.	Identify & use prime/composite, factors, divisors, LCM, and GCF	Textbook Ch 7  *supplemental worksheets	April
	6.B.3c Identify and apply properties of real numbers including pi, squares, and square roots	Identify & apply commutative, associate, identity & inverse properties of addition & multiplication, distributive property, property of 0	Textbook Ch 7	May

\*Supplemental worksheets are in chapter folders.

Course: Math 8

Instructor: Jan Schoening

State Goal 6:

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
6C Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	6.C.3a Select computational procedures and solve problems with whole numbers, fractions, decimals, percents, and proportions	Apply order of operation to simplify expressions.	Textbook Ch 3  *supplemental worksheets	November
	6.C.3b Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable.	Select & use operations & methods to estimate & solve problems with rational numbers. Determine reasonableness. Estimate square roots of numbers that are not perfect squares.	Textbook Ch 3	November
6D Solve problems using comparison of quantities, ratios, proportions and percents	6.D.3 Apply ratios and proportions to solve practical problems.	Use ratios to describe problems. Set up proportions to model & solve problem  Recognize & interpret percents. Solve problems involving fractions, decimals & percents ( increase, decrease, discounts, tax, interest, tips)	Textbook Ch 5  Ch 6  *supplemental worksheets	January  February

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Course: Math 8

Instructor: Jan Schoening

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
7.A. Measure and compare quantities using appropriate units, instruments, and methods.	7.A.3a Measure length, capacity, weight/mass and angles using sophisticated instruments.(e.g.,compass, protractor, trundle wheel).	Select and use appropriate units & tools to solve measurement problems	Textbook Ch 8  *supplemental worksheet	March
	7.A.3b Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature, and angle measures in practical situations.	Polygons – perimeter, area Circles – circumference, area Angle measures Volume	Textbook Ch 8  ISAT Review Ch 8 ISAT Review  Manipulatives are used to demonstrate terms	March
7.B Estimate measurements and determine acceptable levels of accuracy.	7.B.3 Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.	Use rulers & protractors to measure with accuracy	Textbook Ch 8  *Supplemental worksheet to practice with ruler and protractor	March
7.C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	7.C.3a Construct a simple scale drawing for a given situation.	Solve problems with scale drawing, maps, & indirect measurement	Textbook Ch 5  Students construct a scale drawing a cartoon character	January

	7.C.3b Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions.	Polygons – perimeter, area Circle – circumference, area 3-D prism, pyramid, cylinder – volume, surface area	Textbook Ch 8  ISAT Review  Manipulatives to show shapes & calculate surface area	March
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Course: Math 8

Instructor: Jan Schoening

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
8.A. Describe numerical relationships using variable and patterns.	8.A.3a Apply the basic properties of commutative, associative, distributive, transitive, inverse, identity, zero, equality and order of operations to solve problems.	Simplify algebraic expressions using properties & order of operation. Use properties to make equivalent forms of algebraic expressions	Textbook Ch 3 *supplemental worksheets	November
	8.A.3b Solve problems using linear expressions, equations, and inequalities.	Write an algebraic expression with variables to represent unknown quantities. Evaluate algebraic expressions with 1 or more rational variable values ( $3a - b$ , $a=3$ and $b=7$ )	Textbook Ch 3	November
8.B. Interpret and describe numerical relationships using tables, graphs, and symbols.	8.B.3 Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns	Describe & use rate of change. Graph & interpret linear equations – slope, intercepts. Make a table of values for linear equation. Make equation from table of values. Write equation from word problem. Graph & interpret linear inequalities.	Textbook Ch 4 *supplemental worksheets	December
8.C Solve problems using systems of numbers and their properties.	8.C.3 Apply the properties of numbers and operations including inverses in algebraic settings derived from economics, business, and the sciences.	Solve work problems using unknown quantities	Textbook Ch 3, Ch 4 *supplemental worksheets	October November December

\*Supplemental worksheets are in chapter folders.

Course: Math 8

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State Goal 8 (cont.)

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
8.D Use algebraic concepts and procedures to represent and solve problems.	8.D.3a Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.	Solve & analyze problems with linear equations & inequalities	Textbook  Ch 4	December
	8.D.3b Propose and solve problems using proportions, formulas and linear functions/	Solve word problems involving unknown quantities	Textbook  Ch 4  *Supplemental worksheet	December
	8.D.3c Apply properties of powers, perfect squares and square roots.	Solve linear equations & inequalities in one variable over the rational numbers	Textbook  Ch 4	December

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State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
9.A Demonstrate and apply geometric concepts involving points, lines, planes and space.	9.A.3a Draw or construct two- and three-dimensional geometric figures including prisms, pyramids, cylinders and cones.	Solve problems using 2 & 3 dimensional shapes.	Textbook Ch 8	March
		Graph points & coordinates on Cartesian coordinate plane (all four quadrants)	Ch 4 *graphing worksheet, use graph paper	November
	9.A.3b Draw transformation images of figures, with and without the use of technology	Identify the types of transformations & their results	ISAT Review  Poster used to show transformations	March
	9.A.3c Use concepts of symmetry, congruency, similarity, scale, perspective, and angles to describe and analyze two- and three-dimensional shapes found in practical applications (e.g., geodesic domes, A-frame houses, basketball courts. Inclined planes, art forms, blueprints.	Solve problems using triangle & quadrilateral properties. Identify angles formed by a transversal of parallel lines & use to find angle measurements	Textbook  Ch 8 *supplemental worksheet	March
		Find length of any side of a right triangle using the Pythagorean Theorem.	Ch 7 *supplemental worksheet Application of 3-4-5 triangle to construction	May
		Identify the radius, diameter & circumference of a circle and their relationship to each other & pi.	ISAT Review	March

\*Supplemental worksheets in chapter folders.

Course: Math 8

Instructor: Jan Schoening

State Goal 9 (cont.)

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
9.B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	9.B.3 Identify describe, classify and compare two- and three-dimensional geometric figures and models according to their properties.	Identify front, side & top views of a 3-dimensional solid built with cubes.	Textbook Ch 8  *supplemental worksheets	March
9.C Construct convincing arguments and proofs to solve problems	9.C.3a Construct, develop and communicate logical arguments (informal proofs) about geometric figures and patterns.			
	9.C.3b Develop and solve problems using geometric relationships and models, with and without the use of technology.	Solve problems involving congruent & similar figures	Textbook Ch 8  *supplemental worksheets	March
9.D. Use trigonometric ratios and circular functions to solve problems.	9.D.3 Compute distances, lengths and measure of angles using proportions, the Pythagorean theorem and its converse.	Relate absolute value to distance on the number line	Textbook Ch 2	October

\*Supplemental worksheets in chapter folders

Course: Math 8

Instructor: Jan Schoening

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
10.A Organize, describe and made predictions from existing data.	10.A.3a Construct read and interpret tables, graphs, (including circle graphs) and charts to organize and represent data.	Construct, read, & make predictions from bar graphs, line plots, tables, line graphs, scatter plots, circle graphs, stem & leaf plots, histograms, & box & whiskers plots. Come the usefulness of the graphs	Textbook Ch 1 *supplemental worksheet	September
	10.A.3b Compare the mean, median, mode and range, with and without the use of technology.	Apply and compute the Measures of central tendency.	Text book Ch 1	September
	10.A.3c Test the reasonableness of an argument based on data and communicate their findings.	Draw line of best-fit to make predictions with scatter plots	Textbook Ch 1	September
10.B Formulate questions, design data collection methods, gather and analyze data and communicate findings.	10.B.3 Formulate questions ,devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies.	Create a survey – gather data, test for randomness, appropriate population & sample size, display data on appropriate graph, & present to class	Textbook Ch 1 Survey project. Students choose a topic, develop survey, gather data, analyze data, choose appropriate graph to display & present to class	September

\*Supplemental worksheets in chapter folders.

Course: Math 8

Instructor: Jan Schoening

State Goal 10 (cont.)

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
10.C Determine, describe and apply the probabilities of events.	10.C.3a Determine the probability and odds of events using fundamental counting principles.	Compute probability & odds. Find all possible outcomes of events	ISAT Review  Coin toss activity to demonstrate experimental and theoretical probability	February
	10.C.3b Analyze problem situations (e.g. board games, grading scales) and make predictions about results.	Solve simple problems using probability & odds	ISAT Review	February

\*Supplemental worksheets in chapter folders.

Course SCIENCE 8<sup>TH</sup> GRADE

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Know and apply the concepts, principles and processes of scientific inquiry	<p>11.A.3a Formulate hypotheses that can be tested by collecting data</p> <p>11.A.3b. Conduct scientific experiments that control all but one Variable</p> <p>11.A3.c. Collect and record data accurately using consistent measuring and recording techniques and media.</p> <p>11.a.3.d. Explain the existence of unexpected results in a data sheet</p> <p>11.A.3.e. Use data manipulation tools and quantitative and representational methods</p> <p>11.A.3.f. Interpret and represent results of analysis to produce finding</p> <p>11.A.3.g. Report and display the process and results of a scientific investigation</p>	<p>Students will construct and design an investigation using scientific method that included the problem, hypothesis, control, dependent and independent variables, data collecting, analysis and communication of results. Safety precautions will be observed.</p> <p>Students use lab equipment to measure mass, volume, length, area and time</p> <p>Students will conclude that the process of scientific inquiry uses the same skill regardless of the field of study</p> <p>Students will make a graph, table, or labeled diagram and write a written conclusion</p>	<p>Textbook Lab: Exploring the Unseen</p> <p>Lab: Measuring Liquid Volume</p> <p>Quick Lab: Space Case Lab: Volumania and Determining Density</p> <p>Lab: A sugar cube race</p> <p>Use all metric system in all lab investigations</p> <p>Construct a compound machine</p> <p>Draw and put together a Periodic Table</p>	<p>September December February</p>

<p>B. Know and apply the concepts, and principles and processes of technological design.</p>	<p>11.B.3a Identify an actual design problem and establish criteria for the success of solution</p> <p>11.B.3.b.Sketch, propose, and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety</p> <p>11.B.3.c Select the most appropriate design and build a prototype or simulations</p> <p>11B.3.d. Test the prototype using available materials, instruments and technology and record the data</p> <p>11B.3.e Evaluate test results based on established criteria, note sources of error and recommend improvements</p> <p>11.B.3.f. Report success of design using available technology</p>	<p>Lab activities</p> <p>Students will mold and shape clay displacing water increasing buoyant force</p> <p>Students will develop a tabletop display of a simple machine</p>	<p>Reinforcement worksheets</p> <p>Quicklab: Shipshape</p> <p>Race critter cars</p> <p>Balloon cars</p>	
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Course:SCIENCE 8<sup>th</sup> GRADE

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
B. Know and apply concepts that describe how living things interact with each other and their environment	12.B.3b Compare and assess features of organisms for their adaptive competitive and survival potential, ecosystem	Explain body defenses, Describe nervous system, Human body systems	Textbook Reinforcement worksheet Frog dissection	May
C. Know and apply concepts that describe properties of matter and energy and the interaction between them	12.C.3a Interactions of energy off matter including changes of state and conservation of mass and energy  12. C.3b Chemical and physical characteristics of matter, atoms, elements, compounds	Students will develop an understanding of the phases of matter and particle energy  Model and describe the chemical and physical characteristics of matter	Textbook Reinforcement worksheet  Periodic Table of elements exercise  Atomic structure and Subatomic particle colorsheets  Flashcards  Concept mapping  Students will demonstrate a fundamental understanding of the periodic table	November December       February and March
D. Know and apply concepts that describe force and motion and the principles that explain them	12.D.3a Identify how forces affect motion  12. D. 3b Forces that affect gravitational forces on objects  12.D 3b (continued)	Students will develop understanding of energy and work and apply to simple machines  Students will explore motion, speed, velocity and acceleration  Balanced force and Unbalanced force will be investigated	Quick Lab-Friction 500  Textbook  Inertia-Rama  Newton's Laws of motion  Egg Drop	November

		<p>Learn about forces in fluids. Students will experiment with floating and sinking objects. Buoyant force, and Archimedes Principle Bernoulli's Principle</p>	<p>Reinforcement worksheet – Building a better submarine</p> <p>Lab: Taking Flight</p> <p>Worksheet: Building up pressure</p> <p>Quicklab: Breathing Bernoulli Style</p>	<p>October</p>
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Course: SCIENCE 8<sup>TH</sup> GRADE

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

State Learning Standards	Benchmark Level- ____ High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
<p>A. Know and apply the accepted practices of science</p>	<p>13.A3a Identify and reduce potential hazards in science activities</p> <p>13.A3b Analyze historical and contemporary cases in which work of science has been affected by both valid and biased scientific practices.</p> <p>13.A3c Explain what is similar and different about observational and experimental investigation</p>	<p>Students will demonstrate and understand the rules and safety procedures in lab.</p> <p>Students will explore fusion and fission.</p> <p>Energy and work – working together</p>	<p>Textbook</p> <p>worksheets</p> <p>Various lab activities</p>	<p>Reinforced</p>

<p>B. Know and apply concepts that describe the interaction between science, technology and society(cont)</p>	<p>13B.3c. Describe how occupations use scientific and technological knowledge and skills</p> <p>13.B.3f. Apply classroom-developed criteria to determine effects of policies on local science and technology issues.</p>	<p>Students will interview an adult whose life or career involves physical science. Students will present findings to class.</p> <p>Current Science Magazine</p> <p>Newspaper current events</p>	<p>Local people share job experience (Mechanic, physician, etc)</p>	
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Course: Social Studies

Instructor: Kaczmarski

State Goal 14: The learner will understand and explain the basic principles of the United States government.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the basic principals of the United States government.	14 A.3 Describe how responsibilities are shared and limited by the US Constitution.	The learner will describe and analyze the key points of the U.S. Constitution.	Textbook Newsweek articles	January February
B. Understand the structures and functions of the political systems of the United States	14.B.3 Identify and compare the basic political systems of the US as prescribed in the Constitution	The learner will dissect the three branches of government.	Textbook	January February
C. Understand the election process of citizens.	14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities. 14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and US public policy.	The learner will understand the importance of voting and the roles of political parties  The student will analyze the weight that our fourth branch of government exerts on public policy.(Lobbyists)	Textbook  Newsweek articles	January February  January February
E. Understanding US foreign policy as it relates to other nations and international issue.	14.E.3 Compare the basic principles of the US and its international interests.	The student will interpret and analyze the current status of world affairs and how the US fits into this picture.	Current Events	All Months
F. Understand the development of US political ideas and tradition.	14.F.3a Analyze historical influences on the developments of political ideas and practices as enumerated in the Declaration of Independence, the US Constitution, the Bill of Rights	Students will develop an understanding of how history helped shape our Constitution.	Textbook	January February

	and the Illinois Constitution.			
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Course: Social Studies

Instructor: Kaczmarski

State Goal 15: The learner will understand economic systems with an emphasis on the United States.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand how different economic systems operate in the exchange.	15.A. 3a Explain how market prices signal producers about what, how and how much to produce.	Students will learn the law of supply and demand and how price is determined.	Newsweek Articles on oil	All Year
	15.A.3b Explain the relationship between productivity and wages. 15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.	Students will explain how productivity affects wages.	Textbook	October
B. Understand that scarcity necessitates choices by consumers.	14.A 3d Describe the causes of unemployment	Students will analyze what causes the Great Depression.	Textbook	March
	15.B. 3a Describe market clearing price of a good or service..	Students will learn how a large change in price will affect how much of that item will be purchased.	Consumer simulation	May
15.C. Understand that scarcity necessitates choices by producers.	15.B.3b Explain the effects of choice and competition on individuals and the economy.	Students will be able to tell why consumers will buy more goods or services at lower prices.	Consumer Simulations	May
	Identify and explain the effects of various incentives to produce a good or service.	Students will demonstrate business knowledge by playing the RR game.	The RR simulation game.	October

<p>15.D. Understand trade as an exchange of goods or services.</p>	<p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nations economy as a whole.  15. D. 3b Explain how comparative advantage forms the basis for specialization and trade among nations.  15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery, and technology.</p>	<p>Students will understand world trade and barriers to trade.</p> <p>The students will explain how Ford's assembly line changed the way cars are produced.</p>	<p>Textbook</p> <p>Textbook</p>	<p>Introduced in September</p> <p>Ongoing</p> <p>October</p>
<p>15E. Understand the impact of government policies and decisions on production and consumption in the economy.</p>	<p>15.D.3a Identify the types of taxes levied by differing levels of governments</p> <p>15.E.3b Explain how laws and government policies establish rules that help a market economy function effectively.</p>	<p>Students will explain the differences between different types of economies in the world.</p>	<p>Textbook</p>	<p>Introduce in September</p> <p>Ongoing</p>



<p>C. Understand the development of economic systems.</p>	<p>the Constitution has changed over time as a result of amendments and Supreme Court decisions</p>	<p>amendments.</p>		
	<p>16.B.3 (US) Describe the ways in which the US developed as a world political power.</p>	<p>The student will analyze how the US exercised its status to carry out its policies.</p>	<p>Text</p>	<p>All year</p>
	<p>16.B.3a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p>	<p>Students will compare ancient civilizations.</p>	<p>Greece supplemental material  Rome supplemental material  Textbook</p>	<p>April</p>
	<p>16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events between 500 CE and 1500 CE.</p>	<p>Students will identify turning points in major world events.</p>	<p>Rome supplemental material  Textbook</p>	<p>April</p>
	<p>16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p>			
	<p>16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p>Students will analyze cause and effect relationships.</p>	<p>Textbook  Internet sites</p>	<p>Introduce in October  Ongoing</p>
<p>16.C.3a (US) Describe economic motivations that attracted</p>				

<p>Europeans and other to the Americans, 1550-1750</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, and industrialization, labor and urbanization, 100-present.</p>	<p>The students will explain the relationship between the labor movement and industrialization.</p>	<p>Textbook</p>	<p>October November</p>
<p>16.C.3c (US) Describe how economic development policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.</p> <p>16. C.3a (W) Describe the major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p> <p>16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p>	<p>The student will discuss how government sided with big business in the late 1800's</p>	<p>Textbook</p>	<p>October</p>

D. Understand Illinois, United States and world social history.	<p>16.C.3c (W) Describe the impact of technology in different parts of the world, 1500-present.</p> <p>16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19<sup>th</sup> century.</p> <p>16.D.3b (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19<sup>th</sup> century.</p>	Students will review key inventions.	Textbook	May
E. Understand Illinois, United States and world environmental history.	<p>16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p> <p>16.D.3a (US) Describe how early settlers in Illinois and the US adapted to, used and changed the environment prior to 1818.</p> <p>16.E.3b (US) Describe how the largely rural population of the US adapted, used and changed the environment after 1818.</p>	Students will describe the changes to population during famines, migrations, plagues, and slave trading.	Medieval Times Material  Textbook	March
		The student will explain how Indians, ranchers, miners, and railroaders changed their environment.	Textbook	September

	<p>16. E.3c (US) Describe the impact of urbanization and suburbanization 1850-present on the environment.</p> <p>16.E.3a (W) Describe the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environment during the agricultural revolution, 4000-1000 BCE.</p> <p>16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 CE.</p>	<p>Students will understand why early civilizations formed along the river valleys.</p>	<p>Egypt Supplemental Material  Textbook</p>	<p>March</p>
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Course: Social Studies

Instructor: Kaczmarski

State Goal 17: Students will understand world geography and the effects of geography on society, with an emphasis on the United States.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Locate describe and explain places, regions and features on the Earth	17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth.	Students will demonstrate an understanding of how to read a map.	Textbook Textbook Maps <a href="http://www.nationgeographic.com/maps">www.nationgeographic.com/maps</a>	August-September
	17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, and satellite images.	Students will demonstrate an understanding of how to display spatial information	Textbook Latitude and Longitude Simulation on ceiling of room	All Year
B. Analyze and explain characteristics and interactions of the Earth's physical systems.	17. B.3a Explain how physical processes including climate, plate tectonics, erosions, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.	Students will explain how an why people alter the physical environment and explain the process of erosion and its effects.	Textbook Current Events	August-September

C. Understand relationships between geographic factors and society.	17.B. 3b Explain how changes in components of an ecosystem affect the system overall.	Students will explain the relationship between plants and animals in a local ecosystem	<a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> Textbook Current Events	August-September
	17.C.3a Explain how human activity is affected by geographic factors.	Students will analyze why the US carried out certain policies-Panama Canal,Spl-American war, etc.	Textbook	February
	17.C.3b Explain how patterns of resources are used throughout the world.	Students will identify why certain economic activities settle in an area.	Textbook Student led research	August-September
D. Understand the historical significance of geography.	17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.	Students will identify reasons related to the natural environment that influence location of human activity.	Textbook Student led research	August-September
	17.D.3a Explain how and spatial patterns of settlement change over time.	Students will analyze how customs and traditions of people change over time.	Textbook Current Events Video: World Population	August-September
	17.D.3b Explain how interactions of geographic factors have shaped present conditions.	Students will analyze the effects of our world's dependence on oil.	Newsweek Articles UPFRONT	All year

Course: Social Studies

Instructor: Kaczmarski

State Goal 18: Students will understand social systems, with an emphasis on the US.

State Learning Standards	Benchmark Level- Middle School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.	Students will demonstrate an understanding of how traditions shape countries.	Textbook  MeMe and Ussies culture simulation	August-September
B. Understand the roles and interactions of individuals and groups in society.	18.A.3a Analyze how individuals and groups interact with and within institutions.	Students will experience being part of a “culture”.	MeMe and Ussies culture Simulation  Movie: Culture: What is it?	September
	18.A.3b Explain how social institutions contribute to the development and transmission of culture.	Students will demonstrate an understanding of how cultures emerge and form in an area.	Textbook  Reflection of MeMe and Ussies culture simulation	September
C. Understand how social systems form and develop over time.	18.C.3a Describe ways in which a diverse US population has developed and maintained common beliefs.			
	18.C.3b Explain how diverse groups have contributed to US social systems over time.	The student will identify the contributions of groups within the US.	Textbook	All year

