

Aquinas Catholic High School: [6th grade Geography]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
CHAPTER 1	<p>SECTION 1</p> <ul style="list-style-type: none"> • TLW: • explain how geographers study the earth • describe the 5 themes of geography in finding places on earth • consider how people relate to their environment and each other <p>SECTION 2</p> <ul style="list-style-type: none"> • TLW • describe how earth moves in space • rotation, revolution, leap year • explain why earth's seasons change • tilt and nearness to the sun • equinox, solstice <p>SECTION 3</p> <ul style="list-style-type: none"> • TLW - • understand how the earth's structure is layered • discuss how forces change landforms • ID the earth's major landforms 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)</p> <p>SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections</p> <p>SS 8.3.1.c Compare world views using mental maps</p> <p>SS 8.3.2 Students will examine how regions form and change over time.</p> <p>SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)</p> <p>SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)</p> <p>SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)</p> <p>SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies</p> <p>SS 8.3.2.e Identify the location of major world regions countries, and cities</p>	

<p>CHAPTER 2</p>	<ul style="list-style-type: none"> **** if not covered in science <p>SECTION 1</p> <ul style="list-style-type: none"> describe how the earth's water moves in a cycle investigate where people get fresh water <p>SECTION 2</p> <ul style="list-style-type: none"> relate what factors determine a particular climate describe how moving wind and water spread the sun's heat ID what causes a rain shadow <p>SECTION 3</p> <ul style="list-style-type: none"> describe what major world climate regions are like specify where each major world climate is located relate what kinds of vegetation grow in each world climate 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.2.e Identify the location of major world regions countries, and cities SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests) SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/ precipitation/drought) "SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)</p>	
<p>CHAPTER 3</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> explain what culture means locate where ancient cultures began distinguish what elements make each culture unique <p>SECTION 2</p> <ul style="list-style-type: none"> Locate where most people in the world live understand how scientists measured population discuss how the earth's population is changing <p>SECTION 3</p> <ul style="list-style-type: none"> ID what renewable and nonrenewable resources are explain how people use resources to make a living discuss how overusing resources may threaten the environment 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.4 Students will analyze and interpret patterns of culture around the world. "SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act) SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation) SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)</p>	

<p>CHAPTER 4 THE UNITED STATES</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • ID the landforms that are found in the US • Describe the climates that occur in the US <p>SECTION 2</p> <ul style="list-style-type: none"> • ID how people in the US earn their livings • Explain why the United States ranks as a world economic leader • Discuss the economic challenges the US faces today <p>SECTION 3</p> <ul style="list-style-type: none"> • Describe how the US began • Explain why the US is a land of many cultures • Discuss how the arts have developed in the US 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
--	---	---	--	--

<p>CHAPTER 5 CANADA</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> Describe how Canada's landscapes differ from region to region ID where the oldest rock formations in North America are found Explain how climate affects where Canadians live <p>SECTION 2</p> <ul style="list-style-type: none"> ID Canada's natural resources Discuss how Canadians earn a living Describe the challenges Canada and its economy face today <p>SECTION 3</p> <ul style="list-style-type: none"> Explain how Canada gained its independence ID the groups that make up the Canadian people Locate where most Canadians live 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
-----------------------------	---	---	--	--

<p>CHAPTER 6 MEXICO</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • Locate Mexico on a globe, map or atlas • explain why Mexico is called the "land of the shaking earth" • ID climates found in Mexico <p>SECTION 2</p> <ul style="list-style-type: none"> • Explain how Mexican earn a living • ID the 3 economic regions of Mexico • Discuss the economic challenges that face modern Mexico <p>SECTION 3</p> <ul style="list-style-type: none"> • ID groups that influenced Mexican culture • Contrast city life with country life in Mexico • Explain what makes up Mexican culture today 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
-----------------------------	---	---	--	--

<p>CHAPTER 7 CENTRAL AMERICA AND THE WEST INDIES</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • Locate central America on a globe or map • Explain how farming supports the economy of Central America • ID groups of people who settled Central America <p>SECTION 2</p> <ul style="list-style-type: none"> • Describe the landforms and climates of the West Indies • Explain how people in the West Indies earn a living • ID the cultures found in the West Indies <p>SECTION 3</p> <ul style="list-style-type: none"> • Describe the landforms and climates of the West Indies • Explain how people in the West Indies earn a living • ID the cultures found in the West Indies 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
--	---	---	--	--

<p>CHAPTER 8 BRAZIL AND ITS NEIGHBORS</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • Locate Brazil on a map or globe • Describe Brazil's landforms and climates • ID the natural resources Brazil's economy depends on <p>SECTION 2</p> <ul style="list-style-type: none"> • Explain the landscapes and climates found in Caribbean South America • ID the early groups that influenced Caribbean South America • Explain how countries in Caribbean South America use their resources <p>SECTION 3</p> <ul style="list-style-type: none"> • Specify the locations of Uruguay and Paraguay • Explain how the people of Uruguay and Paraguay make a living • ID the cultures that have influenced Uruguay and Paraguay 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
---	---	---	--	--

<p>CHAPTER 9 THE ANDEAN COUNTRIES</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • Locate Columbia on a map or Globe • List the products that Columbia exports • Explain how Columbia became independent <p>SECTION 2</p> <ul style="list-style-type: none"> • Compare landforms found in Peru and Ecuador • ID mineral resources mined in Peru and Ecuador • Discuss how people live in Peru and Ecuador <p>SECTION 3</p> <ul style="list-style-type: none"> • Examine the locations of Bolivia and Chile on a map or globe • Describe landforms and climates found in Bolivia and Chile • Contrast the economies of Bolivia and Chile <p>SECTION 4</p> <ul style="list-style-type: none"> • ID the physical regions that make up Argentina • List the products that come from Argentina • Describe where the people of Argentina live 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
---	--	---	--	--

<p>CHAPTER 10 THE BRITISH ISLES AND SCANDINAVIA</p>	<p>SECTION 1 - UK</p> <ul style="list-style-type: none"> • ID the landscapes and climates that are found in the UK • Summarize how the British earn their livings • Discuss how the UK has influenced other countries of the world through history <p>SECTION 2 republic of Ireland</p> <ul style="list-style-type: none"> • Explain why Ireland is called the Emerald Isle • Describe how the Irish struggled to win their independence • Examine how urban and rural Irish live <p>SECTION 3 - Scandinavia</p> <ul style="list-style-type: none"> • Analyze how the Atlantic Ocean affects the climate in Scandinavia • locate where most Scandinavians live • Compare how Scandinavians work and enjoy leisure time 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
---	---	---	--	--

<p>CHAPTER 11 NW EUROPE</p>	<p>SECTION 1 - France</p> <ul style="list-style-type: none"> • ID the major geographic features of France • Explain why France is able to produce huge amounts of food • Appreciate what French culture offers to the rest of the world <p>SECTION 2 - Germany</p> <ul style="list-style-type: none"> • describe the landscapes of Germany • explain why the German economy is so strong • Consider how historical events affected the geography of Germany <p>SECTION 3 - Benelux countries</p> <ul style="list-style-type: none"> • describe the two ethnic groups that live in Belgium • recall how the people of the Netherlands have changed their environments • understand why tiny Luxembourg attracts many businesses <p>SECTION 4 - Alpine countries</p> <ul style="list-style-type: none"> • Classify the landscape in the Alpine countries • name the languages spoken in Switzerland and Austria • find where most people in Switzerland and Austria live 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</p> <p>SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)</p> <p>"SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)</p> <p>SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)</p> <p>SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)</p> <p>SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources)</p> <p>Grades 6-8</p> <p>SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</p> <p>"SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)</p> <p>SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
---------------------------------	--	---	---	--

<p>CHAPTER 12 SOUTHERN EUROPE</p>	<p>SECTION 1 - Spain & Portugal</p> <ul style="list-style-type: none"> Describe the landscape of Spain and Portugal Compare how the people of Spain and Portugal earn their living ID the cultural groups found in Spain <p>SECTION 2 -Italy</p> <ul style="list-style-type: none"> Describe Italy's physical regions Differentiate between the northern and southern parts of Italy appreciate how Italy's rich history has influenced Europe <p>SECTION 3 - Greece</p> <ul style="list-style-type: none"> Illustrate how mountains and seas divide Greece report on how Greeks earn a living cite contributions ancient Greece made to Western civilizations 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
---	---	---	--	--

<p>CHAPTER 13 EASTERN EUROPE</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • ID how the sea affects the climate in the Baltic republics • analyze the political changes that occurred in the Baltic republics • Note where most people in the Baltic republics <p>SECTION 2 - Poland</p> <ul style="list-style-type: none"> • point out how Poland's landscape differs from north to south • evaluate how Poland's economy has changed in recent years • summarize the customs and beliefs of the Polish people <p>SECTION 3 - Hungary</p> <ul style="list-style-type: none"> • explain why the Danube River is important to Hungary • relate how Hungary's economy changed after the fall of communism • describe the types of food Hungarians enjoy <p>SECTION 4 - The Czech Rep. & Slovakia</p> <ul style="list-style-type: none"> • examine how people earn their livings in the Czech Rep & Slovakia • describe the physical features that dominate the Czech Rep and Slovakia • understand why the Czech Rep and Slovakia became separate, independent countries <p>SECTION 5 - Balkan countries</p> <ul style="list-style-type: none"> • comprehend why Yugoslavia broke up into separate countries • ID how Romanians are like western Europeans and explain why • ID what Albania needs to build its economy 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.3.5 Students will analyze how humans have adapted to different physical environments. SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides) "SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use) SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land) SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized) SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources) Grades 6-8 SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions. "SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries) SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)</p>	
--	---	---	--	--

Aquinas Catholic High School: [7th grade World History]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>CHAPTER 1 SOUTHWEST ASIA</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> define the term hunter and gatherer describe the culture of early hunters and gatherers <p>SECTION 2:</p> <ul style="list-style-type: none"> state at least 2 theories why people settled down to farm locate SW Asia on a map list changes that took place as a result of settling into villages and towns <p>SECTION 3:</p> <ul style="list-style-type: none"> Explain self-sufficiency and the importance of the loss of it to the Sumerian people make a chart and describe Sumerian Society describe religion and its importance to the people of Sumer explain why Sumer fell 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	

<p>CHAPTER 3 - GREECE</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> describe Greek Culture list ways that Greek culture spread define the term democracy sequence the steps in the development understand the steps in the development of Athenian democracy <p>SECTION 2</p> <ul style="list-style-type: none"> understand causes and effects in the wars with Persia describe the Golden Age of Athens state why the city-states divided again after the golden age <p>SECTION 3</p> <ul style="list-style-type: none"> locate Macadonia on a map trace Alexander's route of conquest on a map describe the Hellenistic Age 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	
<p>CHAPTER 4 ROME 1 REPUBLIC</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> describe changes that took place in Rome between 753 and 509 BC define a republic and compare it to a democracy list changes that took place in the Roman Republic between 509 and 287 BC describe the life style of the early Romans <p>SECTION 2</p> <ul style="list-style-type: none"> explain how citizen soldiers helped Rome win a large empire 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various</p>	

	<ul style="list-style-type: none"> • trace key events in the growth of Roman Power • list ways Rome ruled the people it conquered <p>SECTION 3</p> <ul style="list-style-type: none"> • Compare Roman values before and after it ruled an empire • describe the effects of poverty and unemployment • analyze Caesar's rise to power 		<p>cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>SS 8.1.1.c (CIVICS) Identify the development of written laws and other documents</p>	
<p>CHAPTER 5 ROME 2 EMPIRE</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • locate on a map the borders of the Roman Empire under Augustus • list ways Romans were united during the Roman peace • describe life in the city of Rome during the Roman peace • describe life in the provinces during the Roman peace <p>SECTION 2</p> <ul style="list-style-type: none"> • locate Palestine on a map • identify the Jewish people and their beliefs • explain why the Jews rebelled against Roman Rule • describe the beginnings of Christianity <p>SECTION 3</p> <ul style="list-style-type: none"> • Give causes of unrest in the Empire • list changes made by Diocletian in an attempt to save the empire • compare Western and Eastern empires 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand</p>	

			<p>multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>SS 8.1.1.c (CIVICS) Identify the development of written laws and other documents</p>	
<p>CHAPTER 6 – ISLAMIC EMPIRE</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • id Muhammed as the founder of Islam • explain how Islam developed • list the teachings of Islam & 5 pillars • describe how Muhammed defeated his enemies <p>SECTION 2</p> <ul style="list-style-type: none"> • Explain why Muslims fought for Islam • locate the boundaries of the Islamic Empire • compare Mu'awiya with earlier caliphs <p>SECTION 3</p> <ul style="list-style-type: none"> • locate Baghdad on a map • describe Islamic civilization • give reasons for the empire's decline • explain how Islam continued to spread 	<p>reading assignment</p> <p>reading quiz</p> <p>lecture</p> <p>notes</p> <p>note questions</p> <p>quizzes</p> <p>worksheet</p> <p>Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	

<p>CHAPTER 7 – ANCIENT INDIA</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> compare life in the Indus Valley before and after the Aryan invasion ID divisions in Aryan society list beliefs of the Hindu religion describe the teaching of Gautama <p>SECTION 2</p> <ul style="list-style-type: none"> locate the Gupta Empire on a map describe the Golden Age of India describe village life in India compare jatis to neighborhoods <p>SECTION 3</p> <ul style="list-style-type: none"> compare Islam and Hinduism ID the Mughal Empire describe the rule of Akbar explain why Hindus and Muslims drifted apart 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	
<p>CHAPTER 8 – EAST ASIA</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> describe farming in Asia List Chinese inventions that affect daily life and farming explain the religion of Daoism understand the teachings of Confucianism ID Shi Huangdi and his unification and rule of China <p>SECTION 2</p> <ul style="list-style-type: none"> describe the Golden Age of China analyze the effects of the Mongol invasion 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various</p>	

	<p>SECTION 3</p> <ul style="list-style-type: none"> • Describe what Koreans brought to Japan • Explain how Chinese and Japanese cultures blended • ID the role of samurai and shoguns in the Japanese way of life - war and honor 		<p>cultures and ethnic groups, on history throughout the world by era SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos - SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	
<p>CHAPTER 11 - EUROPE IN THE MIDDLE AGES</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • list ways the Roman Catholic Church united Europe • describe Charlemagne • explain what happened to Charlemagne's empire after his death • ID 3 main groups that invaded Europe beginning in the 700's - Muslims, Vikings, Magyars <p>SECTION 2</p> <ul style="list-style-type: none"> • explain why rulers made agreements • define feudalism • use a diagram to describe life on a manor <p>SECTION 3</p> <ul style="list-style-type: none"> • list changes that made life easier in the years after 1066 • describe how powerful the Catholic Church had grown - CRUSADES • analyze the growth of trade and towns • analyze the struggle between nobles and kings 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (WLD) Describe concepts of time and chronology SS 8.4.1.b (WLD) Classify key global events in chronological order SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources. 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand</p>	

			<p>multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>SS 8.1.1.c (CIVICS) Identify the development of written laws and other documents</p>	
<p>CHAPTER 12 – THE BEGINNINGS OF MODERN EUROPE</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> list ways serfs won their freedom understand how wealth became a path to power explain how people used an education to get ahead <p>SECTION 2</p> <ul style="list-style-type: none"> define the term Renaissance explain how people's view of artists changed during the Renaissance give examples of writers of this period explain the value of the printing press <p>SECTION 3</p> <ul style="list-style-type: none"> explain how strong rulers helped people think of themselves as part of a nation describe how Joan of Arc helped the French think of themselves as part of a nation <p>SECTION 4</p> <ul style="list-style-type: none"> define protestant ID Martin Luther and John Calvin tell why Ignatius Loyola founded the Jesuits understand the effects of religious intolerance in history (and today) 	<p>reading assignment</p> <p>reading quiz</p> <p>lecture</p> <p>notes</p> <p>note questions</p> <p>quizzes</p> <p>worksheet</p> <p>Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>SS 8.1.1.c (CIVICS) Identify the development of written laws and other documents</p>	

<p>CHAPTER 14 – THE AGE OF REVOLUTIONS</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> sequence events in the growth of Parliament in England explain the causes of England's civil war describe the rule of Oliver Cromwell describe the Peaceful Revolution list rights guaranteed by the English Bill of Rights <p>SECTION 2</p> <ul style="list-style-type: none"> sequence events leading to the start of the French Revolution describe the accomplishments of the National Assembly describe how France became a republic explain why the French Republic had a time of terror sequence the events that led to Napoleon's rise and fall <p>SECTION 3</p> <ul style="list-style-type: none"> use a map to locate nations in the Americas that became free of European control describe wars of independence in Greece, Italy and Germany 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p> <p>SS 8.1.1.c (CIVICS) Identify the development of written laws and other documents</p>	
<p>CHAPTER 15 – THE INDUSTRIAL REVOLUTION</p>	<p>Section 1</p> <ul style="list-style-type: none"> discuss why the Industrial Revolution began in Britain describe how scientific methods in farming led to improvements state that the Industrial Revolution began in the textile industry state how one invention led to another during the Industrial revolution 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>	

	<p>SECTION 2</p> <ul style="list-style-type: none"> describe how the Industrial revolution opened up new opportunities give examples of how the Industrial revolution changed the way people worked explain why unions were formed describe how the Industrial revolution changed life in cities and towns <p>SECTION 3</p> <ul style="list-style-type: none"> trace the spread of the Industrial Revolution on a map list inventions that grew out of the work on many people explain why some countries grew very rich due to the Industrial Revolution discuss the growth of empires 	films	<p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	
CHAPTER 16 THE WORLD AT WAR	<p>SECTION 1</p> <ul style="list-style-type: none"> locate nations and their empires on a map explain how Archduke Ferdinand's death drew the whole world into war list ways WWI differed from earlier wars describe the Russian Revolution tell how the US helped to change the course of WWI <p>SECTION 2</p> <ul style="list-style-type: none"> describe the peace treaty that ended WW1 - treaty of Versailles describe the changes in Russia between WWI and WWII ID Adolf Hitler and how he was able to take control of Germany list acts of aggression in 1939 <p>SECTION 3</p> <ul style="list-style-type: none"> use a map to locate areas controlled by Germany and Japan at the beginning of the war 	<p>reading assignment</p> <p>reading quiz</p> <p>lecture notes</p> <p>note questions</p> <p>quizzes</p> <p>worksheet</p> <p>Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p>	

	<ul style="list-style-type: none"> describe the two events that changed the course of the war - Germany invasion of Russia and Japan attacking Pearl Harbor describe the cold war explain how WWII changed peoples' view of empires 		<p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos -</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	
<p>CHAPTER 9 – AFRICAN EMPIRES</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> locate the Niger River Valley on a map explain the source of the Malinke's wealth ID Sundiata as a great leader describe Mali's Golden Age <p>SECTION 2</p> <ul style="list-style-type: none"> locate Benin on a map list steps for farming in a rain forest describe Benin City describe the Benin-Portugal trade <p>SECTION 3</p> <ul style="list-style-type: none"> locate East African empires on a map describe Kilwa as a trade center trace the rise of Zimbabwe 	<p>reading assignment</p> <p>reading quiz</p> <p>lecture</p> <p>notes</p> <p>note questions</p> <p>quizzes</p> <p>worksheet</p> <p>Test</p> <p>films</p>	<p>SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (WLD) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (WLD) Classify key global events in chronological order</p> <p>SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p> <p>8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era</p> <p>SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts</p> <p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p> <p>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history</p> <p>SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event - images and videos –</p> <p>SS 8.3.1 (GEOG) Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.</p>	

Aquinas Catholic High School: [8th grade American History]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>CHAPTER 1 THE FIRST AMERICANS</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> Describe how archeologist learn about early people <p>SECTION 2</p> <ul style="list-style-type: none"> Describe the Native American cultures developed in North America Explain how different people adapted to their environment <p>SECTION 3</p> <ul style="list-style-type: none"> Locate the Maya Empire Describe how the Aztecs built their capital city Explain how the Incas organized their large empire 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CHAPTER 3 EUROPEAN EXPLORATION</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> Identify the first Europeans to reach the Americas Describe why Europeans of the Middle Ages looked beyond their borders Explain how attitudes toward learning changed during the Renaissance <p>SECTION 2</p> <ul style="list-style-type: none"> Describe how Prince Henry encouraged Portuguese navigation explain how Portugal expanded its trade Describe what Columbus found on his voyages <p>SECTION 3</p> <ul style="list-style-type: none"> Identify areas explored by Magellan and Balboa Explain how Spain conquered Native American empires Describe exploration in Spanish borderlands <p>SECTION 4</p>	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple</p>	

	<ul style="list-style-type: none"> ID European nations that searched for a northwest passage Explain how the Protestant Reformation heightened rivalry between nations Describe how England challenged Spain's control of the seas 		<p>perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CHAPTER 4 COLONIZING THE AMERICAS</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> describe how Spain ruled its empire in the Americas Explain why the Spanish brought slaves from Africa Explain how Spanish and Indian ways helped shape the culture of New Spain <p>SECTION 2</p> <ul style="list-style-type: none"> explain why new France developed slowly ID the settlement founded by the Dutch describe how the arrival of Europeans affected north American Indians <p>SECTION 3</p> <ul style="list-style-type: none"> describe the hardships the Jamestown settlers endured explain how tobacco helped save the Jamestown colony explain how self-government began in Virginia <p>SECTION 4</p> <ul style="list-style-type: none"> explain why pilgrims started a colony in North America explain purpose of the Mayflower Compact describe how Native Americans helped the Plymouth colonists 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CHAPTER 5 THE 13 ENGLISH COLONIES</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> explain why Puritans set up the Mass. Bay Colony ID who founded the colonies of Conn. & RI explain why conflicts arose between settlers and Indians <p>SECTION 2</p> <ul style="list-style-type: none"> explain how New Netherlands became New York describe how New Jersey was founded ID William Penn's "holy experiment" Explain why Delaware was formed <p>SECTION 3</p> <ul style="list-style-type: none"> explain my Maryland was founded describe Bacon's rebellion describe how Carolina became 2 separate colonies explain why James Oglethorpe set up the colony of Georgia 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p>	

	<p>SECTION 4</p> <ul style="list-style-type: none"> • explain why colonists resented the Navigation Acts • explain how the Glorious Revolution in England helped the colonists • describe how self-rule was strengthened in the colonies 		<p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p> <p>SS 8.1.1 (CIVICS) Students will summarize the foundation, structure, and function of the United States government.</p> <p>SS 5.3.1 (GEOGRAPHY) Students will explore where (spatial) and why people, places and environments are organized in the United States.</p> <p>SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)</p> <p>"SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)</p> <p>SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?)</p> <p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</p> <p>SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)</p> <p>SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)</p>	
<p>CHAPTER 6 COLONIAL LIFE</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • ID the resources colonists found in New England • describe the ways New Englanders earned a living • Explain why towns were important in New England life <p>SECTION 2</p> <ul style="list-style-type: none"> • explain why the Middle Colonies were known as the Breadbasket Colonies • identify the peoples who settled in the Middle colonies • describe life in the Pennsylvania backcountry <p>SECTION 3</p> <ul style="list-style-type: none"> • Explain why two ways of life grew up in the Southern Colonies • ID the Middle Passage • describe life on a southern Plantation <p>SECTION 4</p> <ul style="list-style-type: none"> • describe how colonists educated their children • ID some of the accomplishments of Ben Franklin • ID the Enlightenment 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (US) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple</p>	

	<ul style="list-style-type: none"> • Explain how the Great Awakening increased religious toleration <p>SECTION 5</p> <ul style="list-style-type: none"> • describe how the colonists improved travel and communication • ID the items traded by the colonists • explain how cities influenced colonial culture 		<p>perspectives of the same event -images, political cartoons, photographs, newspapers</p> <p>SS 8.1.1 (CIVICS) Students will summarize the foundation, structure, and function of the United States government.</p> <p>SS 5.3.1 GEOGRAPHY Students will explore where (spatial) and why people, places and environments are organized in the United States.</p> <p>SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)</p> <p>"SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)</p> <p>SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?)</p> <p>SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</p> <p>SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)</p> <p>SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)</p>	
<p>CHAPTER 7 ROAD TO REVOLUTION</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • ID the nations that were rivals for North America • describe how the French prevented expansion of the English colonies • explain why Native Americans became involved in the struggle between France and England <p>SECTION 2</p> <ul style="list-style-type: none"> • ID causes of the FR and Indian war • Describe the advantages of each side in the FR and Indian war • explain how the Treaty of Paris affected North America <p>SECTION 3</p> <ul style="list-style-type: none"> • explain why Britain issued the Proclamation of 1763 • describe the steps Britain took to raise money to repay war debt • describe how the colonists protested the Stamp Act <p>SECTION 4</p> <ul style="list-style-type: none"> • describe how colonists resisted the Townshend Acts • ID the quartering Act • explain why the Boston Massacre occurred and results <p>SECTION 5</p> <ul style="list-style-type: none"> • explain why the British passed the Tea Act 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (US) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	

	<ul style="list-style-type: none"> • ID the Boston Tea Party • describe how the colonists responded to the Intolerable Acts • ID the shot heard around the world 			
CHAPTER 8 THE WAR FOR INDEPENDENCE	<p>SECTION 1</p> <ul style="list-style-type: none"> • describe the actions taken by the Second Continental Congress • describe the strengths and weaknesses of the Americans and the British • explain how the Americans opposed the British in Boston <p>SECTION 2</p> <ul style="list-style-type: none"> • explain how Common Sense moved Americans toward independence • ID the main ideas of the Declaration of Independence • describe how Americans responded to the Declaration of Independence <p>SECTION 3</p> <ul style="list-style-type: none"> • ID the battles fought in the Middle States • Explain why the Battle of Saratoga was important • Describe how people from other nations helped the American cause <p>SECTION 4</p> <ul style="list-style-type: none"> • describe the role played by Native Americans in the American Revolution • ID the battles won by the Americans in the West and at sea • Describe how African Americans and women contributed to the war <p>SECTION 5</p> <ul style="list-style-type: none"> • explain why the fighting shifted to the South • Explain why the British surrendered at Yorktown • describe the terms of peace at the Treaty of Paris 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
CHAPTER 9 CREATING A REPUBLIC	<p>SECTION 1</p> <ul style="list-style-type: none"> • describe the kinds of government set up by the states after the Revolution • explain how the Articles of Confederation limited the power of Congress • Explain how Daniel Boone helped open western lands to settlers <p>SECTION 2</p> <ul style="list-style-type: none"> • describe the problems the new nation faced 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	

	<ul style="list-style-type: none"> explain how the NW Ordinance provided for the growth of the nation describe the causes and results of Shay's Rebellion <p>SECTION 3</p> <ul style="list-style-type: none"> explain why the Constitutional Convention met in secret explain how the delegate settled the question of representation ID other issues resolved by the Convention <p>SECTION 4</p> <ul style="list-style-type: none"> explain how Enlightenment ideas influenced the Constitution describe how power was divided between the federal government and the states explain how the framers of the Constitution limited the power of government <p>SECTION 5</p> <ul style="list-style-type: none"> explain how the views of Federalists and Antifederalists differ explain how the constitution can be amended describe the rights protected by the Bill of Rights 	films	<p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p> <p>SS 8.1.1 (CIVICS) Students will summarize the foundation, structure, and function of the United States government.</p>	
CHAPTER 10 THE NEW GOVERNMENT BEGINS	<p>SECTION 1</p> <ul style="list-style-type: none"> Id the members of Washington's cabinet explain Hamilton's two-step plan to repay the national debt explain how Hamilton proposed to strengthen the economy <p>SECTION 2</p> <ul style="list-style-type: none"> describe the effect the French Revolution had on the US explain the purpose of the Neutrality Proclamation explain why settlers and Indians fought in the NW Territory describe Washington's advice in his Farewell Address <p>SECTION 3</p> <ul style="list-style-type: none"> explain why political parties formed in the US ID the opposing views of Hamilton and Jefferson explain how newspapers influenced the growth of political parties ID the man who became President after Washington <p>SECTION 4</p> <ul style="list-style-type: none"> explain why many Americans wanted was with France explain why Adams became unpopular with his own Federalist party ID the Alien and Sedition Acts 	<p>reading assignment</p> <p>reading quiz</p> <p>lecture</p> <p>notes</p> <p>note questions</p> <p>quizzes</p> <p>worksheet</p> <p>Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (US) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.1.1 (CIVICS) Students will summarize the foundation, structure, and function of the United States government.</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	

<p>CHAPTER 11 THE JEFFERSON ERA</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> describe how Jefferson's policies differed from Federalist policies explain why Federalists controlled the federal courts explain why Marbury v. Madison was an important case <p>SECTION 2</p> <ul style="list-style-type: none"> explain why western farmers were concerned about control of the Mississippi River Describe how the US acquired Louisiana describe what Lewis and Clark accomplished on their expedition <p>SECTION 3</p> <ul style="list-style-type: none"> describe the dangers faced by American ships in the early 1800s Explain why British warships seized American sailors explain why Jefferson's embargo was unpopular <p>SECTION 4</p> <ul style="list-style-type: none"> explain why the South and West wanted war with Britain ID problems created for Native Americans by white settlers describe how the Prophet & Tecumseh tried to stop white settlements explain why President Madison agreed to war with Britain <p>SECTION 5</p> <ul style="list-style-type: none"> describe how Americans prepared for the War of 1812 ID the American and British victories in the War of 1812 Describe the part Native Americans played in the fighting describe the outcome of the War of 1812 - and the peace treaty 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CHAPTER 12 THE GROWING YEARS</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> ID the inventions that led to the Industrial Revolution Describe how the Industrial Revolution reached the US <p>SECTION 2</p> <ul style="list-style-type: none"> explain how the War of 1812 spurred the growth of American industry describe working conditions in early factories <p>SECTION 3</p> <ul style="list-style-type: none"> describe how settlers traveled to the West describe steps Americans took to improve roads explain how steam boats and canals changed transportation 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p>	

	<p>SECTION 4</p> <ul style="list-style-type: none"> describe the Era of Good Feelings ID the 3 leaders who emerged in congress explain how Congress helped the economy explain why Henry Clay proposed the American system <p>SECTION 5</p> <ul style="list-style-type: none"> describe how Canada became a self-governing nation describe how revolutions changed Latin America explain why the US issued the Monroe Doctrine 		<p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CHAPTER 13 THE JACKSON ERA</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> explain why the election of 1824 caused dispute describe how President Adams planned to improve the nation describe how the nation became more democratic by the 1820s <p>SECTION 2</p> <ul style="list-style-type: none"> describe how Jackson earned the nickname Old Hickory explain why Jackson appointed many new office holders explain why Jackson battled the Band of the US <p>SECTION 3</p> <ul style="list-style-type: none"> explain why the South objected to the tariffs of 1828 & 1832 describe how Answer Jackson responded to the Nullification Crisis Explain why Native Americans were forced to resettle west of the Mississippi River <p>SECTION 4</p> <ul style="list-style-type: none"> explain what caused an economic depression in 1837 describe the effects of the depression of 1837 explain why William Henry Harrison's campaign for president succeeded ID the problems faced by President Tyler 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (US) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	

<p>CHAPTER 14 FROM SEA TO SHINING SEA</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> explain why the US and Britain agreed to share Oregon Country explain why Mountain Men went to the Far West describe the hardships travelers faced on the Oregon Trail <p>SECTION 2</p> <ul style="list-style-type: none"> explain why Mexico wanted Americans to settle in Texas describe how the Republic of Texas was set up explain why the Us refused to annex Texas 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (US) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	
---	---	---	---	--

	<p>SECTION 3</p> <ul style="list-style-type: none"> • Id the first settlers in California • describe mission life for Native Americans • explain what Americans meant by "Manifest Destiny" <p>SECTION 4</p> <ul style="list-style-type: none"> • describe how the US gained Oregon • Id the events that led to war with Mexico • ID the lands gained by the US from the Mexican war • describe how Spanish and Indian traditions blended in the new lands <p>SECTION 5</p> <ul style="list-style-type: none"> • describe how the Mormons set up a successful community in Utah • explain how the discovery of gold affected life in California • Id the mix of peoples who helped California to grow and prosper 		<p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CHAPTER 15 DIFFERENT WORLDS OF THE NORTH AND SOUTH</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> • Id inventions that changed farming in the north • explain how the telegraph helped business • describe how steam power and railroads helped industry grow <p>SECTION 2</p> <ul style="list-style-type: none"> • describe how working conditions in factories and shops changed • explain why skilled workers formed unions • ID newcomers to the US in the mid-1800s - Irish, German, Russian • describe life for African-Americans in the north <p>SECTION 3</p> <ul style="list-style-type: none"> • describe how the cotton gin affected the growth of slavery • explain why cotton planters moved westward • Explain why the south had less industry than the north <p>SECTION 4</p> <ul style="list-style-type: none"> • ID the 3 groups that made up white society in the South • describe life for free blacks in the south • describe how slaves endured hardships on the plantations 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</p> <p>SS 8.4.1.a (US) Describe concepts of time and chronology</p> <p>SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)</p> <p>SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future</p> <p>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	

<p>CHAPTER 17 ROAD TO CIVIL WAR</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> explain why the issue of slavery flared up in 1819 describe the Missouri Compromise ID the goal of the Free Soil Party <p>SECTION 2</p> <ul style="list-style-type: none"> explain why the slavery question flared up again in 1850 describe how the North and South reached another compromise explain how the issue of fugitive slaves divided the N & S <p>SECTION 3</p> <ul style="list-style-type: none"> ID the events that made the issue of slavery emerge again in 1854 explain why proslavery and antislavery forces moved into Kansas Explain why northerners thought that the Dred Scott decision was unjust <p>SECTION 4</p> <ul style="list-style-type: none"> explain why a new political party took shape in the mid-1850s describe how Abe Lincoln viewed slavery describe how the N & S reacted to the raid on Harper's Ferry <p>SECTION 5</p> <ul style="list-style-type: none"> describe how the South reacted to Lincoln's victory in 1860 Id the Confederate States of America ID the events that led to the outbreak of war 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CHAPTER 18 TORN BY WAR</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> explain how the states chose sides describe the resources each side had for war ID leaders of Union and Confederacy <p>SECTION 2</p> <ul style="list-style-type: none"> describes the military aims of each side ID who won the early battles of the war explain how the Union achieved two of its 3 war aims <p>SECTION 3</p> <ul style="list-style-type: none"> explain why Lincoln issued the Emancipation Proclamation describe how Union war goals changed describe how African Americans contributed to the Union war effort <p>SECTION 4</p> <ul style="list-style-type: none"> describe life in the Confederate and Union armies ID problems each side faced during the war 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. SS 8.4.1.a (US) Describe concepts of time and chronology SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events) SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources. SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives. SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p>	

	<p>SECTION 5</p> <ul style="list-style-type: none"> explain how women participated in the war effort ID the ideals Lincoln expressed in the Gettysburg Address Describe the strategies Grant used to defeat the Confederacy describe how the war ended 		<p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p>	
<p>CIVICS OVERVIEW</p>	<p>SECTION 1</p> <ul style="list-style-type: none"> describe how the national government helps to unify the nation explain why a national system of courts is necessary explain how the Constitution provides for defense explain how the Constitution protects the rights of the people <p>SECTION 2</p> <ul style="list-style-type: none"> ID popular sovereignty ID limited government explain how federalism divides power explain how the separation of powers limits government explain how the system of checks and balances prevents abuse of power <p>SECTION 3</p> <ul style="list-style-type: none"> describe how the Constitution can be formally changed explain the purpose of the Bill of Rights ID informal changes that have been made in the Constitution <p>SECTION 4</p> <ul style="list-style-type: none"> Explain why Congress has set up committees describe the roles the President plays explain the organization of the federal court system <p>SECTION 5</p> <ul style="list-style-type: none"> explain how the Fourteenth Amendment helped to expand rights describe the responsibilities 	<p>reading assignment reading quiz lecture notes note questions quizzes worksheet Test</p> <p>films</p>	<p>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p> <p>SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era</p> <p>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</p> <p>SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history</p> <p>SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event -images, political cartoons, photographs, newspapers</p> <p>SS 8.1.1 (CIVICS) Students will summarize the foundation, structure, and function of the United States government.</p> <p>SS 8.1.1.a (CIVICS) Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)</p> <p>SS 8.1.1.b (CIVICS) Describe the structure and roles of government</p> <p>SS 8.1.1.c (CIVICS) Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)</p> <p>SS 8.1.1.d (CIVICS) Explain how various government decisions impact people, places, and history</p> <p>SS 8.1.1.e (CIVICS) Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)</p> <p>SS 8.1.1.f (CIVICS) Describe the history of political parties in the United States</p> <p>SS 8.1.1.g (CIVICS) Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)</p> <p>SS 8.1.1.h(CIVICS) Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security</p> <p>SS 8.1.2 (CIVICS) Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</p> <p>SS 8.1.2.a (CIVICS) Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)</p> <p>SS 8.1.2. b (CIVICS) Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day,</p>	

			<p>Martin Luther King, Jr. Day, American Indian Day, Constitution Day</p> <p>SS 8.1.2c (CIVICS) Demonstrate civic engagement (e.g., service learning projects, volunteerism)</p> <p>SS 8.1.2.d (CIVICS) Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p> <p>SS 8.1.2.e (CIVICS) Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)</p>	
--	--	--	--	--

Aquinas High School Curriculum [6th Grade Computers] Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Online and Computer Safety	<p>TLW: research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.</p> <p>TLW: exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.</p> <p>TLW: select and use appropriate tools and technology resources to solve problems.</p>	<p>Tests/Quizzes Oral Feedback</p>	<p>LA 6.4.1 LA 6.4.2</p>	<p>N/A</p>
Blackboard	<p>TLW: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p>	<p>Tests/Quizzes Submitted materials and projects Discussion Board Interactions</p>	<p>LA 6.4.1 LA 6.4.2</p>	<p>N/A</p>

	<p>TLW: design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside an outside the classroom.</p> <p>TLW: collaborate with peers, experts, and others using communications and collaborative tools to investigate curriculum-related problems and issues.</p>			
Typing	TLW: demonstrate proficiency in the touch method of keyboarding, emphasizing speed, accuracy, and productivity.	Tests/Quizzes	LA 6.4.1 LA 6.4.2	N/A
Microsoft Word and Word Processing	<p>TLW: use content-specific tools, software, and simulations to support learning and research.</p> <p>TLW: design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside an outside the classroom.</p>	Tests/Quizzes Discussion	LA 6.4.1 LA 6.4.2	N/A

<p>Basic Computer Hardware and Software Vocabulary</p>	<p>TLW: demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.</p> <p>TLW: apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</p>	<p>Tests/Quizzes</p>	<p>LA 6.4.1 LA 6.4.2</p>	<p>N/A</p>
--	--	----------------------	------------------------------	------------

Aquinas High School Curriculum [6th Grade Speech] Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Anti-Bullying	TLW: demonstrate an understanding of what to do if they are involved in a bullying situation.	Written Submissions Oral Critiques	LA 6.1 LA 6.3 LA 6.4	N/A
Outlining	TLW: demonstrate understanding of a written speech format.	Tests/Quizzes	LA 6.2.1 LA 6.2.2	N/A
Informative Speeches	TLW: demonstrate proficiency in group and individual public speaking.	Presentations	LA 6.2 LA 6.3 LA 6.4	N/A
Visual Aids	TLW: produce supporting materials for speeches using various formats. TLW: demonstrate effective use of boards/props during the presentation of a speech.	Projects Presentations	LA 6.3.3	N/A
Note Taking	TLW: demonstrate an understanding of being a successful audience member.	Presentations Critiques/Discussions	LA 6.3.2	N/A

Aquinas Catholic High School: Sixth Grade Physical Education

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>Introduction into physical activities for the current school year. Monday and Thursdays are our cognitive and physical development days.</p>	<p>The student will be able to perform physical exercises taught by the instructor.</p> <p>The student will demonstrate the ability to understand what muscles will be effected during each lifting activity.</p> <p>The student will demonstrate the ability to understand movements, concepts, strategies, and concepts in Physical Activity.</p>	<p>Participation</p> <p>Understanding of muscle movements and benefits</p>	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health enjoyment challenge, self- 	

			expression and/or social interaction.	
Push Up Test (Twice a semester)	<p>The student will demonstrate the ability to max out (perform best at their highest weight) on three lifts. Those lifts are bench press, squat, and hang cleans.</p> <p>The student will demonstrate the ability to set goals and try and achieve set goals in a controlled manner.</p>	<p>Participation</p> <p>Numbers hit while maxing out</p>	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health enjoyment challenge, self-expression and/or social interaction 	

<p>Game Days (done on Tuesday's, Wednesday's, and Friday's).</p>	<p>The student will demonstrate the ability to perform motor skills and physical movement.</p> <p>The student will demonstrate the ability to understand athletic concepts, strategies, and tactics.</p> <p>The student will demonstrate the ability to work in a team setting.</p> <p>The student will demonstrate the ability to perform and enjoy a variety of physical activity during school and the rest of their life.</p>	<p>Participation</p> <p>Teamwork skills</p>	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health enjoyment challenge, self-expression and/or social interaction 	
<p>Archery</p>	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 	<p>Participation</p> <p>Tournament</p> <p>Safety quiz</p>	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the 	

	<p>3. Participates regularly in physical activity.</p> <p>4. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>5. Values physical activity for health enjoyment challenge, self-expression and/or social interaction</p>		<p>learning and performance of physical activities.</p> <p>3. Participates regularly in physical activity.</p> <p>4. Achieves and maintains a health-enhancing level of physical fitness.</p> <p>5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>6. Values physical activity for health enjoyment challenge, self-expression and/or social interaction</p>	
Fishing	<p>The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>The student values physical activity for health enjoyment challenge, self-expression and/or social interaction</p>	Participation	<p>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>3. Participates regularly in physical activity.</p> <p>4. Achieves and maintains a health-enhancing level of physical fitness.</p> <p>5. Exhibits responsible personal and social behavior that</p>	

			respects self and others in physical activity settings. 6. Values physical activity for health enjoyment challenge, self-expression and/or social interaction	

Aquinas Catholic High School: [6th Grade Art]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Contour Shoe Drawing -Line & Pattern	TLW: -Define contour line -Demonstrate an understanding of contour line through observational drawing of shoe -fill background with repeated pattern	Rubric	8.2.1.a,b,d	
Printmaking Native American Symbols in Textile Personal Symbolic Print	TLW: -Be introduced to African textiles -Understand symbolism is a form of personal expression -Create symbols to express personal story -Create a personal symbolic print	Rubric	8.2.4.a,b,c 8.2.1.f	6PE1,6,9
Collage Eric Carle – Illustrator Drawing with shapes	TLW: -be introduced to the artwork of illustrator Eric Carle -Understand artists can choose to be illustrators -Understand shapes can be used to draw images -Define and demonstrate an understanding of collage	Rubric	8.2.4.a,d 8.2.3.d 8.2.1.a,d	6PE2,6,8
Clay Slab Plate with Texture	TLW: -Be introduced to vocab, and techniques used in pottery -Demonstrate understanding for clay slab method -Demonstrate understanding of texture as a principle of design -Create unique slab plate with texture – apply glaze	Rubric	8.2.4.c 8.2.1.a-f	6PE6

<p>Art History Timeline Historical Artwork from the following periods: Egyptian, Greek, Roman, Middle Ages, Renaissance, Baroque, Impressionism, Modern</p>	<p>TLW: -Be introduced to artists and art styles throughout history -Research an artist and works from given time period -Create a "gallery" for the artist -Collaboratively, create a historical timeline -Present artist gallery to the class</p>	<p>Rubric</p>	<p>8.2.3.a,c 8.2.4.b 8.2.1.a 8.2.2.b</p>	<p>6H1</p>
<p>Weaving Textiles</p>	<p>TLW: -Understand weaving is a form of textile art -Create unique pattern in a woven piece.</p>	<p>Rubric</p>	<p>8.2.4.a,c,d 8.2.1.a,c</p>	<p>6PE7</p>
<p>Grand Wood, David Hockney Landscapes</p>	<p>TLW: -Discuss and analyze landscape paintings on Wood, and Hockney -Define rules of space and perspective in a landscape -Create unique chalk pastel landscape demonstrating knowledge of perspective</p>	<p>Rubric</p>	<p>8.2.3.a-c 8.2.4.d 8.2.1.b,d</p>	<p>6PE6</p>

--	--	--	--	--

Aquinas Catholic High School: [7th Grade Art]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Op Art Color Wheel/Value	TLW: -Be introduced to the artistic style and characteristics of Op Art -Review color wheel -Create an optical illusion demonstrating knowledge of the color wheel -Create depth through value	Rubric	8.2.4.b 8.2.3.b	7PF,6,7,17 7A5
Clay Face Mugs	TLW: -Be introduced to vocab, and techniques used in pottery -Demonstrate understanding for clay slab method -Demonstrate understanding of add/subtract method -Create unique slab face mug through add/sub process	Rubric	8.2.4.c 8.2.1.a-f	7H12 7PF12,13,14,15,19
Color Theory Design	TLW: -Define various color combinations and asymmetrical design -Demonstrate an understanding of asymmetrical design -Repeat design 4 times, and apply different color combinations to each area	Rubric	8.2.1.b,d,	7A3 7PF1, 11
Printmaking	TLW: -Become familiar with printmaking process, vocab and safety -Using an image of their home, draw to scale of plate -Create individual prints of image, changing color of background	Rubric	8.2.1.b,e,f	7PF19-22

One Point Perspective	<p>TLW: -Discuss and define vocab. and rules that apply to 1-pt. perspective drawing -Demonstrate understanding of 1 pt. perspective in a drawing of a city landscape</p>	Rubric	8.2.4.b 8.2.1.a,b,d	7PF1, 8, 16
Renaissance, Baroque and Dutch Art Periods	<p>TLW: -Be introduced to art produced during Renaissance, Baroque, & Dutch periods -Compare and contrast characteristics from the periods -Focusing on Renaissance period, become familiar with art work and inventions of Leonardo DaVinci -Create a unique invention</p>	Timeline Card Game Rubric	8.2.4.b 8.2.2.3.c 8.2.1.a,b	7H3
Pop Art Painting	<p>TLW: -Be introduced to and define characteristics of Pop Art -Become familiar with artists known for Pop Art style -Draw a candy wrapper from observation -Paint image in Pop Art style</p>	Rubric	8.2.4.c 8.2.3.c 8.2.1.d	7A5 7PF1

Aquinas Catholic High School: [8th Grade Art]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Contour Line Drawing	TLW: -Review definition of contour line drawing -Demonstrate understanding of contour line through observation drawing	Rubric	8.2.1.a,b,d	8PF1,12,14
Value/Shading Observational Drawing	TLW: -Understand the element of value in art -Draw an object through observation demonstrating knowledge of value to add dimension	Rubric	8.2.1.a,d,e	8PF12,14
Radial Design Printmaking	TLW: -Define radial symmetry -Apply understanding of radial symmetry to create a radial design print	Rubric	8.2.1.a,b,d,f	8PF1, 14
Two-Point Perspective House	TLW: -Discuss and define vocab. and rules that apply to 2-pt. perspective drawing -Demonstrate understanding of 2 pt. perspective in a drawing of a house	Rubric	8.2.4.b 8.2.1.a,b,d	8PE12, 8PF10,14

<p>Illuminated Letters Medieval Manuscripts</p>	<p>TLW: -Understand purpose & process of creating illuminated manuscripts -Discuss career of an illuminator -Understand how different styles of font express aesthetic -Invent a creative illumination using their initials</p>	<p>Rubric</p>	<p>8.2.4.a,b 8.2.3.c 8.2.1.a,b,d</p>	<p>8A2,11,13 8H6,17 8PE1,3</p>
<p>Early American Art to Today</p>	<p>TLW: -Discuss and analyze Early American art through American art of today -Demonstrate, in groups, understanding of timeline from early American art to today</p>	<p>Group Presentation of timeline</p>	<p>8.2.3.a,c 8.2.4.b,d</p>	<p>8A7,8 8H2,3</p>
<p>Portrait Drawing Facial Proportions</p>	<p>TLW: -Be introduced to artists know for self-portrait paintings -Gain understanding of facial proportions -Demonstrate understanding of facial proportions through a self-portrait drawing</p>	<p>Rubric</p>	<p>8.2.4.b,d 8.2.3.a 8.2.1.b,d</p>	<p>8H5</p>
<p>Clay Bobble Head Sculpture</p>	<p>TLW: -Be introduced to the historical evolution of the Bobble Head -Gain understanding of sculptural process of add/sub -Create a unique 3-D sculptural Bobble head demonstrating knowledge of clay sculpture process</p>	<p>Rubric</p>	<p>12.2.4.a,b 12.2.3.a,d 12.2.1.a,b,c,f</p>	<p>8PF26 8PE8 8PF4-6</p>

--	--	--	--	--

Aquinas Catholic High School: [English 6]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Parts of Speech	TLW... <ul style="list-style-type: none"> • Identify parts of speech in writing • Use correct verb tenses 	Worksheets Textbook Assignments Weekly Sample Passages Quizzes	Writing Process 6.2.1d	Same as state
Grammar	TLW... <ul style="list-style-type: none"> • Capitalize/Punctuate sentences correctly • Edit writing using editing symbols • Apply grammar rules to writing 	Worksheets Textbook Assignments Group Work Essays	Concepts of Print 6.1.1 Writing Process 6.2.1d/e/h	Same as state
5-Paragraph Essay Research Report	TLW... <ul style="list-style-type: none"> • Write a research report • Use appropriate resource materials • Use appropriate volume, tone, fluency and rate in speaking • Write a 5-paragraph essay 	Notes Outlines Group Work Essays Reports Technology Use	Writing Process 6.2.1a-j Writing Modes 6.2.2a-e Speaking 6.3.1a-f Listening 6.3.2a-c Reciprocal Communication 6.3.3a-e Information Fluency 6.4.1a-c Digital Citizenship 6.4.2 a-b	Same as state
Vocabulary	TLW... <ul style="list-style-type: none"> • Define relevant/grade level vocabulary • Correctly use vocabulary in speaking and writing 	Worksheets Textbook Assignments Written Passages Quizzes Demonstrative and Informative Speeches Book Talks	Phonological Awareness 6.1.2 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e	Same as state

--	--	--	--	--

Aquinas Catholic High School: [English 7]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Parts of Speech	TLW: -define the 8 parts of speech. -identify parts of speech within a sentence -write sentences using the parts of speech correctly	Worksheets Textbook Assignments Quizzes Tests	Comprehension: 7.1.6.b Writing: 7.2.1.h	Same as state
Five-Paragraph Essay	TLW: -develop awareness of basic five-paragraph essay structure -practice planning and drafting the five-paragraph essay -demonstrate effective writing through the use of consistent essay form	Interactive notes Essays	Concepts of Print: 7.1.1 Word Analysis 7.1.3 Comprehension: 7.1.6.f-o Writing Process: 7.2.1.a-j Writing Modes: 7.2.2.a-e Information fluency: 7.4.1.a-c	Same as state
Grammar	TLW: - identify common grammatical mistakes -use proofreading marks correctly -apply grammatical rules to writing	Daily sentence editing Worksheets Essays Quizzes	Word Analysis: 7.1.3 Writing: 7.2.1.a-i	Same as state
Vocabulary	TLW: -define grade level vocabulary -use vocabulary correctly in writing	Sentence writing Quizzes	Phonological Awareness: 7.1.2 Word Analysis: 7.1.3 Vocabulary: 7.1.5.a-e Reciprocal Communication: 7.3.3.a-b Speaking: 7.3.1 a-b, d Listening: 7.3.2.a-c	Same as state

--	--	--	--	--

Aquinas Catholic High School: [English 8]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Parts of Speech	TLW: -define the 8 parts of speech. -identify parts of speech within a sentence -write sentences using the parts of speech correctly	Worksheets Textbook Assignments Quizzes Tests	Comprehension: 8.1.6.b Writing: 8.2.1.h	Same as state
Five-Paragraph Essay	TLW: -develop awareness of basic five-paragraph essay structure -practice planning and drafting the five-paragraph essay -demonstrate effective writing through the use of consistent essay form	Interactive notes Essays	Concepts of Print: 8.1.1 Word Analysis 8.1.3 Comprehension: 8.1.6.f-o Writing Process: 8.2.1.a-j Writing Modes: 8.2.2.a-e Information fluency: 8.4.1.a-b	Same as state
Grammar	TLW: - identify common grammatical mistakes -use proofreading marks correctly -apply grammatical rules to writing	Daily sentence editing Worksheets Essays Quizzes	Word Analysis: 8.1.3 Writing: 8.2.1.a-i	Same as state
Vocabulary	TLW: -define grade level vocabulary -use vocabulary correctly in writing	Sentence writing Quizzes	Phonological Awareness: 8.1.2 Word Analysis: 8.1.3 Vocabulary: 8.1.5.a-e Reciprocal Communication: 8.3.3.a-b Speaking: 8.3.1 a-b, d Listening: 8.3.2.a-c	Same as state

Research Paper	TLW: -apply concepts of print and use word analysis to create each paper -use research organizational methods such as bibliography cards, note cards, and citations -demonstrate fluency in sentence structure and information organization -research information for a final paper -demonstrate proper citation, grammar, spelling and six-trait form	Bibliography cards Note cards Citations Works Cited page Rough draft Final 2-3 page paper	Concepts of Print: 8.1.1 Word Analysis 8.1.3 Fluency: 8.1.4 Comprehension: 8.1.6.f-o Writing Process: 8.2.1.a-j Writing Modes: 8.2.2.a-d Information fluency: 8.4.1 a-b	Same as state

--	--	--	--	--

Aquinas Catholic High School: [Reading 6]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Literary Elements	TLW... <ul style="list-style-type: none"> • Read & identify characteristics of biography, fantasy/science fiction, historical fiction, realistic fiction, mysteries, myths, fables & folk tales 	Worksheets Videos Trade Books Short Stories Novels Written Assignments Group Discussions Creative Reading Projects	Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e Comprehension 6.1.6a-p Writing Process 6.2.1a-j Writing Modes 6.2.2a-d Speaking 6.3.1a-e Listening 6.3.2 a-c Reciprocal Communication 6.3.3	Same as state and Literature I.A.1 Reading/Literature I a
	<ul style="list-style-type: none"> • Identify elements of plot line; summarize main idea & supporting details • Draw conclusion • Make inferences • Compare & contrast 	Quizzes Tests		
Novel: <i>Because of Winn-Dixie</i>	TLW... <ul style="list-style-type: none"> • Understand character development and relationships • Understand how people from various age groups and socioeconomic backgrounds can relate to each other • Understand that personal choices can affect everyone differently • Realize that we all have crosses to bear • Compare/contrast characters; book & movie 	Guided Reading Questions Vocabulary Graphic Organizers Interest Inventories Journaling Student-Created Projects Movies Quizzes Tests	Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e Comprehension 6.1.6a-p Writing Process 6.2.1a-j Writing Modes 6.2.2a-d Speaking 6.3.1a-e Listening 6.3.2 a-c Reciprocal Communication 6.3.3	Same as state and Concepts/Attitudes/ Skills I a-g; II a-g

<p>Novel: <i>Holes</i></p>	<p>TLW...</p> <ul style="list-style-type: none"> • Appreciate author creativity in intertwining multiple plot lines • Understand how characters develop over time • Realize that things are not always as they appear • Understand the effects of free will • Relate to characters' conflicts • Identify good v. evil and realize that good conquers evil • Compare/contrast character; book & movie 	<p>Guided Reading Questions Vocabulary Graphic Organizers Interest Inventories Journaling Student-Created Projects Movies Quizzes Tests</p>	<p>Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e Comprehension 6.1.6a-p Writing Process 6.2.1a-j Writing Modes 6.2.2a-d Speaking 6.3.1a-e Listening 6.3.2 a-c Reciprocal Communication 6.3.3</p>	<p>Same as state</p>
<p>Novel: <i>The Lion, the Witch, and the Wardrobe</i></p>	<p>TLW...</p> <ul style="list-style-type: none"> • Understand literary devices • Understand fantasy v. reality; allegory • Identify with characters and their representation of people from the Bible • Compare/contrast good v. evil; book & movie 	<p>Guided Reading Questions Vocabulary Graphic Organizers Interest Inventories Journaling Student-Created Projects Movies Quizzes Tests</p>	<p>Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e Comprehension 6.1.6a-p Writing Process 6.2.1a-j Writing Modes 6.2.2a-d Speaking 6.3.1a-e Listening 6.3.2 a-c Reciprocal Communication 6.3.3</p>	<p>Same as state and Concepts/Attitude Skills I a-g; II a-h</p>
<p>Novel: <i>When Zachary Beaver Came to Town</i></p>	<p>TLW...</p> <ul style="list-style-type: none"> • Relate to characters in their family dynamics • Understand the purpose of Baptism • Understand character development • Show empathy for characters and their individual circumstances • Compare/contrast characters; religions • Understand bravery v. cowardice 	<p>Guided Reading Questions Vocabulary Graphic Organizers Interest Inventories Journaling Student-Created Projects Movies Quizzes Tests</p>	<p>Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e Comprehension 6.1.6a-p Writing Process 6.2.1a-j Writing Modes 6.2.2a-d Speaking 6.3.1a-e Listening 6.3.2 a-c Reciprocal Communication 6.3.3</p>	<p>Same as state and Concepts/Attitude Skills I a-g; II a-h</p>

<p>Novel: <i>The Watsons Go to Birmingham - 1963</i></p>	<p>TLW...</p> <ul style="list-style-type: none"> • Understand historical fiction • Relate to family dynamic • Understand jargon, slang and dialect • Explain character relationships and how they change throughout the story • Identify change in mood of a story • Understand character motivation • Understand what discrimination is and how it affects the world • Compare/contrast life today v. 1960s 	<p>Guided Reading Questions Vocabulary Graphic Organizers Interest Inventories Journaling Student-Created Projects Movies Quizzes Tests</p>	<p>Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e Comprehension 6.1.6a-p Writing Process 6.2.1a-j Writing Modes 6.2.2a-d Speaking 6.3.1a-e Listening 6.3.2 a-c Reciprocal Communication 6.3.3</p>	<p>Same as state and Concepts/Attitude Skills I a-g; II a-h</p>
<p>Novel: <i>Wonder</i></p>	<p>TLW...</p> <ul style="list-style-type: none"> • Understand medical terms for facial abnormalities • Show empathy for characters • Relate to family members • Identify struggles of each character • Relate to the fact that good intentions are not always well-received • Summarize lessons learned by each character • Understand that conflict is not always resolved 		<p>Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5a-e Comprehension 6.1.6a-p Writing Process 6.2.1a-j Writing Modes 6.2.2a-d Speaking 6.3.1a-e Listening 6.3.2 a-c Reciprocal Communication 6.3.3</p>	<p>Same as state and Concepts/Attitude Skills I a-g; II a-h</p>

Independent Reading	TLW... <ul style="list-style-type: none"> • Select and read books at the appropriate reading level • Demonstrate comprehension of books read 	Book Response Accelerated Reader Quizzes	Concepts of Print 6.1.1 Word Analysis 6.1.3a Fluency 6.1.4a Vocabulary 6.1.5c Comprehension 6.1.6a-p Reciprocal Communication 6.3.3	Same as state

--	--	--	--	--

Aquinas Catholic High School: [Reading 7]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Literary Elements	TLW: -Recognize and analyze author's craft and use of various literary elements. -Demonstrate how the analysis of literary elements enriches the appreciation and meaning of a story. -Make sound judgments about what makes good literature. -Identify the engaging and appealing aspects of the story	Worksheets Videos Children's Books Quizzes Tests	Comprehension: 7.1.6.a-e	Same as state
<i>Prince Caspian</i>	TLW: -demonstrate an understanding of Lewis's use of literary devices and techniques in his creation of the Chronicles of Narnia -demonstrate an understanding of key biblical motifs used in the Chronicles of Narnia -learn that allegory and story can help us to understand difficult ideas about God -compare and contrast the book and the movie	Guided reading questions Vocabulary Plot Diagram Thematic Response Projects Journaling Movie Tests	Phonological Awareness: 7.1.2 Fluency: 7.1.4.a Vocabulary: 7.1.5.b-e Comprehension: 7.1.6.a-p Writing Process: 7.2.1.a-i Writing Modes: 7.2.2.d Speaking: 7.3.1.a-e Listening: 7.3.2.a-c Reciprocal Communication: 7.3.3.a-e	Same as State Church Concepts/Attitude Skills I a-g II a-h

<p><i>Tuck Everlasting</i></p>	<p>TLW: -understand the importance of the life cycle and how it affects society and the Earth -learn the importance of fighting for something they believe in -be able to make connections between their life and the lives portrayed by Winnie and the Tucks. -understand the effects that their choices have on their lives -compare and contrast the book and the movie</p>	<p>Guided reading questions Vocabulary Plot Diagram Thematic Response Projects Journaling Movie Tests</p>	<p>Phonological Awareness: 7.1.2 Fluency: 7.1.4.a Vocabulary: 7.1.5.b-e Comprehension: 7.1.6.a-p Writing Process: 7.2.1.a-i Writing Modes: 7.2.2.d Speaking: 7.3.1.a-e Listening: 7.3.2.a-c Reciprocal Communication: 7.3.3.a-e Digital Citizenship: 7.4.2.a-b</p>	<p>Same as State Church Concepts/Attitude Skills I a-g II a-h</p>
<p><i>Freak the Mighty</i></p>	<p>TLW: -discuss characteristics of heroes -understand how authors establish our first impressions of a character -understand how writers convey character and understand how characters develop during the course of a novel -understand how the writer uses language to convey character -understand the difference between surface meaning and hidden meaning -understand how the writer creates doubt in the reader's mind -understand that the structure of the novel is similar to that of a typical hero's quest</p>	<p>Guided reading questions Vocabulary Plot Diagram Thematic Response Projects Journaling Movie Tests</p>	<p>Phonological Awareness: 7.1.2 Fluency: 7.1.4.a Vocabulary: 7.1.5.b-e Comprehension: 7.1.6.a-p Writing Process: 7.2.1.a-i Writing Modes: 7.2.2.d Speaking: 7.3.1.a-e Listening: 7.3.2.a-c Reciprocal Communication: 7.3.3.a-e</p>	<p>Same as State</p>

<p><i>Tripods: The White Mountains</i></p>	<p>TLW: -understand how writers convey character and understand how characters develop during the course of a novel -understand how setting affects character development -discuss free will -relate freedom to their own lives -understand the effects that their choices have on their lives</p>	<p>Guided reading questions Vocabulary Plot Diagram Thematic Response Projects Journaling Movie Tests</p>	<p>Phonological Awareness: 7.1.2 Fluency: 7.1.4.a Vocabulary: 7.1.5.b-e Comprehension: 7.1.6.a-p Writing Process: 7.2.1.a-i Writing Modes: 7.2.2.d Speaking: 7.3.1.a-b, d-e Listening: 7.3.2.a-c Reciprocal Communication: 7.3.3.a-e</p>	<p>Same as State Church Concepts/Attitude Skills I a-g II a-h</p>
<p>Independent Reading</p>	<p>TLW: -select and read books at the appropriate grade level -demonstrate comprehension of reading</p>	<p>Written Response AR Test</p>	<p>Print: 7.1.1 Word Analysis: 7.1.3 Fluency: 7.1.4 Vocabulary: 7.1.5 Comprehension: 7.1.6 Writing: 7.2.1;7.2.2 Information Fluency: 7.4.1</p>	<p>Same as state</p>

--	--	--	--	--

Aquinas Catholic High School: [Reading 8]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
Literary Elements	TLW: -Recognize and analyze author's craft and use of various literary elements. -Demonstrate how the analysis of literary elements enriches the appreciation and meaning of a story. -Make sound judgments about what makes good literature. -Identify the engaging and appealing aspects of the story	Worksheets Videos Children's Books Quizzes Tests	Comprehension: 8.1.6.a-f	Same as state
<i>The Outsiders</i>	TLW: - define identity and discover their self-identity -evaluate the dynamics of cliques and gangs -compare and contrast the 1960s and 2016 in regards to fashion, media, music, movies -interpret Robert Frost's poem "Nothing Gold Can Stay" -compose a variety of writing assignments relating to themes, characters, identity, and self-identity	Guided reading questions Vocabulary Plot Diagram Thematic Response Projects Journaling Movie Tests	Phonological Awareness: 8.1.2 Fluency: 8.1.4.a Vocabulary: 8.1.5.b-e Comprehension: 8.1.6.a-p Writing Process: 8.2.1.a-i Writing Modes: 8.2.2.d Speaking: 8.3.1.a-e Listening: 8.3.2.a-c Reciprocal Communication: 8.3.3.a-e	Same as state

<p><i>Touching Spirit Bear</i></p>	<p>TLW: -discuss the concept of forgiveness and the challenges it presents in relationships -identify similes and explain how the author uses them to help develop characters and events in the novel -discuss the motif of fire and its connection to anger or rage, using specific examples from the story to explain the significance of the repeated images -describe how the story illustrates four different types of conflict -discuss the motif of the circle and explain how the use of repeated images of circles and circular events relates to a theme of the novel -explain, using specific examples from the novel, how violence is cyclical in nature. -describe how the author uses flashback and explain its effect(s) on the story and the development of Cole's character</p>	<p>Guided reading questions Vocabulary Plot Diagram Thematic Response Projects Journaling Movie Tests</p>	<p>Phonological Awareness: 8.1.2 Fluency: 8.1.4.a Vocabulary: 8.1.5.b-e Comprehension: 8.1.6.a-p Writing Process: 8.2.1.a-i Writing Modes: 8.2.2.d Speaking: 8.3.1.a-e Listening: 8.3.2.a-c Reciprocal Communication: 8.3.3.a-e</p>	<p>Same as State Church Concepts/Attitude Skills I a-g II a-h</p>
<p><i>The Giver</i></p>	<p>TLW: -gain an understanding of the concept of utopian and dystopian society -explore the concept of memory -discuss if the loss of diversity is worth the gain of sameness -be able to see how music is connected to emotion -understand the importance of choice and of one's ability to make decisions</p>	<p>Guided reading questions Vocabulary Plot Diagram Thematic Response Projects Journaling Movie Tests</p>	<p>Phonological Awareness: 8.1.2 Fluency: 8.1.4.a Vocabulary: 8.1.5.b-e Comprehension: 8.1.6.a-p Writing Process: 8.2.1.a-i Writing Modes: 8.2.2.d Speaking: 8.3.1.a-e Listening: 8.3.2.a-c Reciprocal Communication: 8.3.3.a-e</p>	<p>Same as State Church Concepts/Attitude Skills I a-g II a-h</p>

	<ul style="list-style-type: none"> -analyze the influence of language and cultural diversity on themselves and their communities -use language to explore thoughts, feelings, ideas, and experiences 			
<i>To Kill a Mockingbird</i>	<p>TLW:</p> <ul style="list-style-type: none"> -understand character development -understand the importance of setting -understand the structural elements of the novel -identify, discuss and analyze the elements of style used by the author (symbolism, point of view, irony, tone) -identify, trace, and analyze the themes of the novel, especially those that persist over time (prejudice and the mistreatment of others, maturation and the loss of innocence, compassion and understanding, courage and cowardice) -understand how readers and authors are influenced by individual, social, cultural and historical contexts by looking at the setting of the novel, the era in which it was written, and how perspectives change reading it in 2016 -explore how language can be used for power and control by communicating ideological beliefs and/ or by challenging them. -understand that it is necessary to critique our own 	<p>Guided reading questions</p> <p>Vocabulary</p> <p>Plot Diagram</p> <p>Thematic Response</p> <p>Projects</p> <p>Journaling</p> <p>Movie</p> <p>Tests</p>	<p>Phonological Awareness: 8.1.2</p> <p>Fluency: 8.1.4.a</p> <p>Vocabulary: 8.1.5.b-e</p> <p>Comprehension: 8.1.6.a-p</p> <p>Writing Process: 8.2.1.a-i</p> <p>Writing Modes: 8.2.2.d</p> <p>Speaking: 8.3.1.a-e</p> <p>Listening: 8.3.2.a-c</p> <p>Reciprocal Communication: 8.3.3.a-e</p> <p>Digital Citizenship: 8.4.2.a-b</p>	<p>Same as State Church Concepts/Attitude Skills I a-g II a-h</p>

	subconscious values, perceptions, and opinions of the world. -recognize and examine historical examples of injustices that have happened and continue to happen in the Unites States and throughout the world.			
Independent Reading	TLW: -select and read books at the appropriate grade level -demonstrate comprehension of reading	Written Response AR Test	Print: 8.1.1 Word Analysis: 8.1.3 Fluency: 8.1.4 Vocabulary: 8.1.5 Comprehension: 8.1.6 Writing: 8.2.1-8.2.2 Information Fluency: 8.4.1	Same as state

--	--	--	--	--

Aquinas Catholic High School: [Algebra I]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>Numeric relationships: students will communicate number sense concepts to reason, solve problems and make connections</p>	<p>Objectives: 1-24: Graph, add, subtract, multiply, divide real numbers. Use properties of addition and multiplication. Absolute value and inverses of real numbers</p>	<p>Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests</p>	<p>8.1.1acd 8.1.2c</p>	<p>Same as state</p>
<p>Algebraic relationships: Students will communicate algebraic expressions, evaluate algebraic expressions and find like terms</p>	<p>Objectives: 25-29 Write word phrases to algebraic expressions, evaluate algebraic expressions, combine like terms</p>	<p>Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests</p>	<p>8.1.2e</p>	<p>Same as state</p>
<p>Numeric relationships and operations: Students will evaluate expressions with all types of exponents, including scientific notation</p>	<p>Objectives: 30-45 Evaluate expression with positive, negative, fractional exponents, compute expressions with all types of exponents, scientific notation, computation with scientific notation</p>	<p>Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests</p>	<p>8.1.1b 8.1.2d</p>	<p>Same as state</p>
<p>Algebraic processes: Students will apply operational properties to equations</p>	<p>Objectives: 46-55 Verify equations, solve 1, 2 and multi step equations, word problems</p>	<p>Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests</p>	<p>8.1.2e 8.2.1a 8.2.2a 8.2.3c 11.2.2f</p>	<p>Same as state</p>

Applications: students will solve and graph problems involving linear equations	Objectives 56-72 Graph ordered pairs, find slope, find intercepts, write equations in different forms, graph lines, describe graphs, word problems	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	8.2.1bd 8.2.3ab 11.2.3a 11.3.2c	Same as state
Algebraic processes: students will solve and graph absolute value equations	Objectives 73-74 Solve and graph absolute value equations	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	11.2.2g 12.2.1a	Same as state
Algebraic processes: students will apply operational properties when evaluating polynomials	Objectives: 75-105 Classify, order, evaluate, add, subtract, multiply and divide polynomials. Factor binomials, polynomials,	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	11.2.2deijk	Same as state
Algebraic relationships: students will demonstrate, represent, and show relationships with functions	Objectives: 106-113 Domain, range, determine functions, inverses of relations, evaluate functions, add, subtract, multiply and divide functions	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	11.2.1abcde	Same as state
Analysis and applications: students will analyze data	Objectives: 114-118 Compute mean, median and mode of data sets, construct and interpret data from plots	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	11.4.2	Same as state

Measurement: students will perform and compare measurements and apply formulas	Objectives: 127-129 Pythagorean problems, number problems, area and perimeter problems	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	8.3.3abc	Same as state
Algebraic processes: students will graph and solve systems of equations	Objectives: 130-140 Graph systems of equations, solve systems of equations, substitution/elimination word problems	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	8.2.1cd 11.2.2h	Same as state
Algebraic processes: students will solve and graph systems of inequalities	Objectives: 141-151 Solve 1 variable inequalities, solve absolute value inequalities, graph inequalities and absolute value inequalities	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	8.2.2b 11.2.2h	Same as state
Algebraic processes: students will compute rational expressions	Objectives: 157-163 Add, subtract, multiply and divide rational expressions	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	11.2.2d	Same as state
Operations: Students will compute with radicals	Objectives: 167-177 Simplify, add, subtract, multiply and divide radical expressions, solve equations containing radicals	Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests	8.1.2a 11.1.1c	Same as state

<p>Algebraic processes: students will compute ratios, rates, proportions</p>	<p>Objectives: 178-185 Ratios, rates, proportions, word problems</p>	<p>Notes given daily Questions answered Students do problems on the board/white boards Homework given daily Weekly quizzes Tests</p>		
--	--	--	--	--

Aquinas Catholic High School: [Math 6]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>Numeric Relationships Operations Whole Number Concepts Decimals Fractions</p>	<p>TLW...</p> <ul style="list-style-type: none"> Demonstrate, represent, and show relationships among various types of numbers Compute with whole numbers, fractions and decimals accurately <p>Obj. 1-30, 37-108</p>	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Numeric Relationships 6.1.1a-i Operations 6.1.2a-e</p>	<p>Same as state</p>
<p>Algebra</p>	<p>TLW...</p> <ul style="list-style-type: none"> Demonstrate, represent, and show relationships with expressions, equations and inequalities Apply the operational properties when evaluating and solving expressions, equations and inequalities <p>Obj. 31-36, 162-171</p>	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Algebraic Relationships 6.2.1a-c Algebraic Processes 6.2.2a-g Applications 6.2.3a-d</p>	<p>Same as state</p>
<p>Geometry</p>	<p>TLW...</p> <ul style="list-style-type: none"> Identify and describe geometric characteristics Identify and plot location on the coordinate plane Perform and compare measurements and apply formulas <p>Obj. 121-138</p>	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Geometry Characteristics 6.3.1a Coordinate Geometry 6.3.2a-e Measurement 6.3.3a-c</p>	<p>Same as state</p>

<p style="text-align: center;">Data</p>	<p>TLW...</p> <ul style="list-style-type: none"> Use data to create representations to reason, solve problems and make connections <p>Obj. 109-119, 139-150</p>	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Representations 6.4.1a Analysis & Application 6.4.2a-d Probability 6.4.3</p>	<p>Same as state</p>

--	--	--	--	--

Aquinas Catholic High School: [Math 7]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>Numeric Relationships Operations Whole Number Concepts Decimals Fractions</p>	<p>TLW...</p> <ul style="list-style-type: none"> Demonstrate, represent, and show relationships among rational numbers within the base-10 number system Compute with rational numbers accurately <p>Obj. 1-7, 12, 16-52, 105-119</p>	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Numeric Relationships 7.1.1 Operations 7.1.2a-e</p>	<p>Same as state</p>
<p>Algebra</p>	<p>TLW...</p> <ul style="list-style-type: none"> Demonstrate, represent, and show relationships with expressions, equations and inequalities Apply the operational properties when evaluating and solving expressions, equations and inequalities Solve real-world problems involving expressions, equations and inequalities <p>Obj. 8-11, 13-15, 120-131, 154-174</p>	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Algebraic Relationships 7.2.1a-b Algebraic Processes 7.2.2a-e Applications 7.2.3a-f</p>	<p>Same as state</p>
<p>Geometry</p>	<p>TLW...</p> <ul style="list-style-type: none"> Identify and describe geometric characteristics Identify and plot location on the coordinate plane 	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Geometry Characteristics 7.3.1a-b Coordinate Geometry 7.3.2 Measurement 7.3.3a-c</p>	<p>Same as state</p>

	<ul style="list-style-type: none"> Perform and compare measurements and apply formulas <p>Obj. 62-104</p>			
Data	<p>TLW...</p> <ul style="list-style-type: none"> Create displays that represent data Analyze data to address the situation Interpret and apply concepts of probability <p>Obj. 53-61, 132-141, 150-153</p>	<p>Daily Notes Group Work Manipulatives Homework Quizzes Tests</p>	<p>Representations 7.4.1a Analysis & Application 7.4.2a-d Probability 7.4.3a-h</p>	Same as state

--	--	--	--	--

Aquinas Catholic High School: [PreAlgebra]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>Numeric relationships: students will demonstrate, represent and show relationships among real numbers</p>	<p>Objectives 1-39 Graphing, comparing, adding, subtracting, multiplying, dividing integers Prime and composite numbers, greatest common factor, least common multiple. Sequences Work with integers, decimals, fractions, whole numbers</p>	<p>Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests</p>	<p>8.1.1a 8.1.1d 8.1.2c</p>	<p>Same as state</p>
<p>Algebraic relationships: students will show relationships algebraic expressions</p>	<p>Objectives 40-49 Writing algebraic expressions, word phrases Evaluating algebraic expressions Identifying terms</p>	<p>Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests</p>	<p>8.2.1</p>	<p>Same as state</p>
<p>Algebraic processes: students will apply operational properties and evaluate and solve equations and inequalities</p>	<p>Objectives 50-63 Verify solutions Solve 1, 2 and multi step equations Solve equations with no solution or one solution Word problems</p>	<p>Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests</p>	<p>8.1.2e 8.2.1ac 8.2.2a 8.2.3c</p>	<p>Same as state</p>
<p>Algebraic processes: students will create algebraic graphs, and verify solutions</p>	<p>Objectives 64-70 Graphing on a coordinate plane Finding slope from graphs and equations</p>	<p>Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests</p>	<p>8.2.1bd 8.2.3ab 8.4.2a</p>	<p>Same as state</p>

Algebraic processes: students will translate, solve, write and graph inequalities on number lines and coordinate planes	Objectives: 71-80 Translating, solving, writing and graphing inequalities on number lines and coordinate plane	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.2.1a 8.2.2ab 8.2.3bc	Same as state
Algebraic processes: students will work with integers, exponents and computations with exponents	Objectives: 81-86 Raise integers to powers, evaluate expressions with exponents and working with negative exponents	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.1.2b	Same as state
Algebraic processes: students will work with scientific notation and computation associated with scientific notation	Objectives: 87-90 Writing, evaluating scientific notation, computation associated with scientific notation	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.1.1b 8.1.2d	Same as state
Algebraic processes: students will work with square, cube and fourth roots, computation with roots and solve roots	Objectives: 91-97 Writing Square, cube and fourth roots. Computation with roots	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.1.1c 8.1.2a	Same as state
Algebraic processes: students will work with ratios, proportions	Objectives: 98-101 Writing ratios and solving proportions, and word problems	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.2.3bc	Same as state

Algebraic processes: students will work with decimals, fractions, percents Word problems associated with algebra and percents	Objectives: 102-112 Conversion of decimals, fractions, percents. Word problems with percents	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.4.2 8.2.3bc	Same as state
Representations and analysis: students will find central tendencies and analyze and construct graphs to represent data.	Objectives: 113-123 Finding means, medians, ranges. Analyzing and drawing graphs, plots and make predictions	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.4.1a 8.4.2a	Same as state
Probability: students will interpret and apply concepts of probability	Objectives: 130-134 Finding probability and odds of events	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.4.3	Same as state
Geometry: students will communicate geometric concepts.	Objectives: 135-170 Relationships in geometry, measuring, drawing angles and polygons, similarity and congruence in polygons, convert customary and metric units Computing perimeter, circumference, area of polygons, volume and surface area of solid figures	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.3.1ab 8.3.2abc 8.3.3d	Same as state
Measurement: students will perform and compare measurements and apply formulas	Objectives: 171-173 Explain, apply and compute using the Pythagorean theorem	Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests	8.3.3abc	Same as state

<p>Algebraic processes: students will apply the operational properties when evaluating polynomials</p>	<p>Objectives: 178-188 Classify, list, order, add, subtract, multiply and divide polynomials</p>	<p>Notes given daily Questions answered Homework given daily Work on board/white boards Quizzes tests</p>	<p>11.2.2</p>	<p>Same as state</p>
--	--	---	---------------	----------------------

Aquinas Catholic High School: [7th Grade Religion]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>(7th) Reason to Revelation</p>	<p><i>Students will learn about the relationship between Faith and Reason</i></p> <p><i>Reason and Faith are both gifts from God that are to work hand in hand</i></p> <p><i>Reason shows us God's existence and is never contrary to the truths of Divine Revelation</i></p>	<p>Review Sheet Quiz Class Participation Group Project</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • 1-11; 13; 17-33
<p>(7th) The Story of Salvation: From Adam and Eve through the Prophets</p>	<p><i>Students will learn how God began the process of saving his people after sin entered the world</i></p> <p><i>Students will be able to articulate the difference between contract and covenant</i></p> <p><i>God's covenants will be traced through the major characters and stories of the OT</i></p>	<p>Review Sheet Quiz Class Participation Group Presentation</p>	<ul style="list-style-type: none"> • None 	<p>34; 36-45</p>

<p>(7th) Salvation: Thy name is Jesus Christ</p>	<p>Students will learn how the person of Christ and his death on the Cross is the eternal covenant established by God</p> <p>The different roles of Christ(priest, prophet and king) will be discussed and shown in Scripture</p> <p>Students will also learn that Christ is the Son of God and his identity as Savior</p> <p>This will lead to the commissioning of His Church</p>	<p>Review Sheet Quiz Class Participation</p>	<ul style="list-style-type: none"> • None 	<p>47-74</p>
<p>(7th) Formation in the Faith</p>	<p><i>Different prayers will be memorized by the students</i></p> <p><i>Prayer also as communication with God and deepening the life of grace will be practiced and discussed</i></p> <p><i>The tradition of prayer in the Church will also discussed and demonstrated</i></p>	<p>Review Sheet Quiz Class Participation</p>	<ul style="list-style-type: none"> • None 	<p>CCC: 2558-2865</p>

6th Grade

SCIENCE SKILLS UNIT

(NE State Standards)

Abilities to do Scientific Inquiry 8.1.1.a-i, *Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.*

- Students will design and conduct investigations that will lead to descriptions and relationships between evidence and explanations
- Design and conduct logical and sequential investigations included repeated trials
- Determine controls and use dependent (responding) and independent (manipulative) variables
- Select and use equipment appropriate to the investigation, demonstrate correct techniques
- Make qualitative and quantitative observations
- Record and represent data appropriately and review for quality, accuracy, and relevancy
- Evaluate predictions, draw logical inferences based on observed patterns/relationships, and account for non-relevant information
- Share information, procedures, results, and conclusions with appropriate audiences
- Analyze and provide appropriate critique of scientific investigations
- Use appropriate mathematics in all aspects of scientific inquiry

Nature of Science, 8.1.2.a-b, *Students will apply the nature of science to their own investigations.*

- Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations
- Describe how scientific discoveries influence and change society

(Diocesan Standards)

Science As Inquiry

I. Abilities necessary to do scientific inquiry, 8.1.1, A-I

- A. Identify questions that can be answered through scientific investigations.
- B. Design and conduct a scientific investigation.
- C. Use appropriate tools and techniques to gather, analyze, and interpret data.
- D. Acknowledge and understand parameters of investigation from moral and ethical standards.
- E. Develop descriptions, explanations, predictions, and models using evidence.
- F. Think critically and logically to make the relationships between evidence and explanations.
- G. Recognize and analyze alternative explanations and interpretations.
- H. Communicate scientific procedures and explanations.
- I. Use mathematics in all aspects of scientific inquiry, especially have practical use of the metric system.

II. Understanding about scientific inquiry, 8.2.1, A.-G.

- A. Different kinds of questions suggest different kinds of scientific investigations.
- B. Current scientific knowledge and understanding guide scientific investigations.
- C. Mathematics is important in all aspects of scientific inquiry.
- D. Technology used to gather data enhances accuracy.
- E. Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific

principles, models, and theories.

F. Science advances through legitimate skepticism.

G. Scientific investigations sometimes result in new ideas and phenomena for study, generate new methods, or develop new technologies and theories which must be understood and applied only within the parameters of morality and ethics respecting creation.

Science in Personal and Social Perspectives

V. Science and technology in society, 8.7.5, E.-F.

E. Scientists and engineers follow ethical codes concerning human subjects involved in research.

F. Science cannot answer all questions and technology cannot solve all human problems or meet all human needs. Human beings are still discovering much of God's creation.

(NE State Standards)

Technology, 8.1.3.a-i, *Students will solve a design problem which involves one or two science concepts.*

- Identify problems for technical design
- Design a solution or product
- Implement the proposed design
- Evaluate completed technological designs or products
- Communicate the process of technical design
- Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)
- Describe how science and technology are reciprocal
- Recognize that solutions have intended and unintended consequences
- Compare and contrast the reporting of scientific knowledge and the reporting technological knowledge

(Diocesan Standards)

Science and Technology

I. Possibilities of Technological Design, 8.6.1, A.-E.

A. Identify appropriate problems for technological design.

B. Design a solution or product.

C. Implement a proposed design.

D. Evaluate completed technological designs or products in terms of scientific accuracy, ethical principles, and serviceability.

E. Communicate the process of technological design.

II. Understandings about science and technology, 8.6.2, A.-C.

A. Scientific inquiry and technological design have similarities and differences. Solutions are temporary.

B. May different people in different cultures have made and continue to make contributions to science and technology.

C. Science and technology are reciprocal.

FROM BACTERIA TO PLANTS, ANIMALS

(NE State Standards)

Structure and function of living things, 8.3.1.e, *Students will investigate and destroy the structure and function of living organisms.*

- Describe how plants and animals respond to environmental stimuli

(Diocesan Standards)

Life Science

V. Diversity and adaptations of organisms, 8.4.5, A.-B.

- A. Millions of species of animals, plants, fungi, and organisms are alive today.
- B. Know and understand the categories of vertebrate and invertebrates, with subcategories of vertebrates as by grade 4, and invertebrates to include: sponges, coelenterates, worms, mollusks, arthropods, and echinoderms.

EARTH'S CHANGING SURFACE

(NE State Standards)

Biodiversity, 8.3.4.a-c, *Students will identify characteristics of organisms that help them survive.*

- Describe how an inherited characteristic enables an organism to improve its survival rate
- Recognize the extinction of a species is caused by the inability to adapt to an environmental exchange
- Use anatomical features of an organism to infer similarities among other organisms

(Diocesan Standards)

Earth and Space Science

I. Structure of the earth system, 8.5.1, E.

- E. Soil consists of weathered rocks and decomposed organic material from dead plants, animals, and bacteria.

II. Earth's history, 8.5.2, B.

- B. Fossils provide important evidence of how life and environmental conditions have changed.

Life Science

V. Diversity and adaptations of organisms, 8.4.5, C.-D.

- C. The theory of biological evolution accounts for some of the diversity of species which developed through gradual processes over many generations.
- D. Extinction of a species can occur when the environment changes significantly.

INSIDE EARTH

(Diocesan Standards)

Earth and Space Science

I. Structure of the earth system, 8.5.1, A.-D.

- A. The solid earth is layered with a lithosphere: hot, convecting mantle, and dense metallic core.
- B. Lithospheric plates on the scales of continents and oceans constantly move.
- C. Land forms are the result of a combination of constructive and destructive forces.
- D. Some changes in the solid earth can be described as the "rock cycle."

II. Earth's history, 8.5.2, A.

- A. The Earth processes include erosion, movement of lithospheric plates, and changes in atmospheric compositions are similar to those that occurred in the past.

Science in Personal and Social Perspectives

IV. Risks and benefits, 8.7.4, A.-B.

- A. Risk analysis considers the type of hazard and estimates the number of people that might be exposed and the number likely to suffer consequences. Decisions must never be made in view of a good end. The end does not justify the means.
- B. Important personal and social decisions are made based on perceptions of benefits and risks. True moral principles brought to such decisions are essential.

SCIENTIST REPORT

(NE State Standards)

Nature of Science, 8.1.2.c, *Students will apply the nature of science to their own investigations.*

- Recognize scientists from various cultures have made many contributions to explain the natural world

MOTION, FORCES, AND ENERGY

(NE State Standards)

Force and Motion, 8.2.2.a-d, *Students will investigate and describe forces and motion.*

- Describe motion of an object by its position and velocity
- Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st Law)
- Compare the motion of objects related to the effects of balanced and unbalanced forces
- Recognize that everything on or around Earth is pulled toward Earth's center by gravitational force

Energy, 8.2.3.a-g, *Students will identify and describe how energy systems and matter interact.*

- Recognize the vibrations set up wave-like disturbances that spread away from the source (sound, seismic, water waves)
- Identify that waves move at different speeds in different materials
- Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)
- Recognize that to see an object, light from the surface of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources
- Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature
- Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)
- Recognize all energy is neither created nor destroyed

Abilities to do Scientific Inquiry 8.1.1.j, *Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.*

- Use appropriate mathematics in all aspects of scientific inquiry

(Diocesan Standards)

Physical Science

II. Motion and forces, 8.3.2, A.-C.

- A. The motion of an object can be described by its direction of motion and speed.
- B. An object that is not being subjected to a force will continue to move at a constant speed and in a straight line.
- C. If more than one force acts on an object along a straight line, then the force will reinforce or cancel one another.

III. Transfer of energy, 8.3.3, A.-F.

- A. Energy is a property of many substances.
- B. Heat moves in predictable ways.

- C. Light interacts with matter by transmission.
- D. Electrical circuits provide a means of transferring electrical energy.
- E. In most chemical and nuclear reactions, energy is transferred into or out of a system.
- F. The sun is a major source of energy for the changes on the Earth's surface.

SOUND AND LIGHT

(NE State Standards)

Energy, 8.2.3a-g *Students will identify and describe how energy systems and matter interact.*

Sound/Mechanical Waves

- Recognize that vibrations set up wave-like disturbances that spread away from the source (sound, seismic, water waves)
- Identify that waves move at different speeds in different materials

Light

- Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)
- Recognize that to see an object, light from the surface of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources

Heat

- Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature
- Conservation
- Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)
 - Recognize all energy is neither created nor destroyed

(Diocesan Standards)

III. Transfer of energy, 8.3.3, A.-F.

- A. Energy is a property of many substances.
- B. Heat moves in predictable ways.
- C. Light interacts with matter by transmission.
- D. Electrical circuits provide a means of transferring electrical energy.
- E. In most chemical and nuclear reactions, energy is transferred into or out of a system.
- F. The sun is a major source of energy for the changes on the Earth's surface.

ENVIRONMENTAL SCIENCE

(NE State Standards)

Flow of Matter and Energy in Ecosystems, 8.3.3.a-g, *Students will describe populations and ecosystems.*

- Diagram and explain the flow of energy through a simple food web
- compare the role of producers, consumers, and decomposers in an ecosystem
- Recognize that producers transform sunlight into chemical energy through photosynthesis
- Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support
- Recognize a population is all the individuals of a species at a given place and time
- Identify symbiotic relationships among organisms

Biodiversity, 8.3.4.a-c, *Students will identify characteristics of organisms that help them survive.*

- Describe how an inherited characteristic enables and organism to improve its survival rate

(Diocesan Standards)

Life Science

III. Regulation and behavior, 8.4.3, A.-D.

- A. All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing environment.
- B. Regulation of an organism's internal environment involves sensing the internal environment and changing when required.
- C. Behavior is one kind of response an organism can make.
- D. An organism's behavior often evolves through adaptation to its environment or may become extinct.

IV. Populations and ecosystems, 8.4.4, A.-D.

- A. A population consists of all individuals of a species that occur together at a given place and time.
- B. Populations of organisms can be characterized by the function they serve.
- C. For ecosystems, the major source of energy is sunlight.
- D. The number of organisms an ecosystem can support depends on the resources available.

Science in Personal and Social Perspectives

II. Populations, resources, and environments, 8.7.2, A.-B.

- A. Overpopulation is a myth...
- B. Causes of environmental degradation and resource depletion vary from region to region.

III. Natural Hazards, 8.7.3, A.-C.

- A. Internal and external processes of the earth system can cause natural hazards.
- B. Human activities also can induce hazards through resource acquisition, urban sprawl, land-use decision, and waste disposal.
- C. Natural hazards can present personal and societal changes.

WEATHER

(Diocesan Standards)

Earth and Space Science

I. Structure of the earth system, 8.5.1, F.-K.

- F. Water circulates through the crust, oceans, and atmosphere in what is known as the "water cycle."
- G. Water is a solvent
- H. The atmosphere is a mixture of nitrogen, oxygen, and trace gases.
- I. Clouds, formed by the condensation of water vapor, affect weather and climate.
- J. Global patterns of atmospheric movement influence local weather.
- K. Living organisms have played many roles in the earth system.

Science in Personal and Social Perspectives

III. Natural Hazards, 8.7.3, A.-C.

- A. Internal and external processes of the earth system can cause natural hazards.
- B. Human activities also can induce hazards through resource acquisition, urban sprawl, land-use decision, and waste disposal.
- C. Natural hazards can present personal and societal changes.

8th Grade

CHEMICAL BUILDING BLOCKS

(NE State Standards)

Matter, 8.2.1.a-g, *Students will identify and describe the particular nature of matter including physical and chemical interactions.*

- Compare and contrast elements, compounds, and mixtures
- Describe physical and chemical properties of matter
- Recognize most substances exist as a solid, liquid, or gas depending on temperature
- Compare and contrast solids, liquids, and gases based on properties of these states of matter
- Distinguish between physical and chemical changes (phase changes, dissolving, burning, rusting)
- Recognize conservation of matter in physical and chemical changes
- Classify substances into smaller groups based on physical properties

(Diocesan Standards)

Physical Science

I. Properties and changes of properties in matter, 8.3.1, A.-C.

- A. A substance has characteristic properties.
- B. Substances react chemically in characteristic ways with other substances.
- C. Chemical elements do not break down during normal laboratory reactions.

CELLS AND HEREDITY

(NE State Standards)

Structure and function of living things, 8.3.1.a-c, *Students will investigate and describe the structure and function of living organisms.*

- Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms)
- Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly
- Recognize specialized cells perform specialized functions in multicellular organisms

Heredity, 8.3.2.a-b, *Students will investigate and describe the relationship between reproduction and heredity.*

- Recognize that heredity information is contained in genes within the chromosomes of each cell
- Compare and contrast sexual and asexual reproduction

(Diocesan Standards)

Life Science

I. Structure and function in living systems 8.4.1, A.-D.

- A. Living systems at all levels of organization demonstrate the complementary nature of structure and function.
- B. All organisms are composed of cells. Use microscopes to explore this fact.
- C. Cells carry on the many functions needed to sustain life.
- D. Specialized cells perform specialized functions in multicellular organisms.

II. Reproduction and Heredity 8.4.2, C.-E.

- C. Every organism requires a set of instructions for specifying its traits.
- D. Hereditary information is contained in genes, located in the chromosomes of each cell. There is a unique

DNA for every human person from the time of conception.

- E. The characteristics of an organism can be described in terms of a combination of traits. Characteristics of human beings cannot be completely defined by genetics.

ASTRONOMY

(NE State Standards)

Earth in Space, 8.4.1.a-c, *Students will investigate and describe Earth and the solar system.*

- Describe the components of the solar system (the sun, planets, moons, asteroids, comets)
- Describe the relationship between motion of objects in the solar system and the phenomenon of day, year, eclipses, phases of the moon, and seasons
- Describe the effects of gravity on Earth (tides) and the effect of gravity on objects in the solar system

(Diocesan Standards)

Earth and Space Science

III. Earth in the Solar System, 8.5.3, A.-E.

- A. The Earth is the third planet from the sun in a system that includes the moon, the sun, seven other planets and their moons, and asteroids and comets. Current astronomy continues to discover more elements in space.
- B. Most objects in the solar system orbit in regular and predictable motion.
- C. Gravity is the force that keeps planets in orbit around the sun.
- D. The sun is the major source of energy for physical phenomena on Earth's surface.
- E. Phenomena in the atmosphere and on the surface of the Earth result from Earth's axis and gravity. Time and chronology are determined from this study.

Science in Personal and Social Perspectives

V. Science and technology in society, 8.7.5, A.-F.

- A. Science influences society through knowledge and world view. Because science has discovered the possibility of certain things, it cannot thereby promote them without consideration of the effect and outcome on humanity.
- B. Societal changes often inspire questions for scientific research.
- C. Technology influences society through its products and processes.
- D. Scientists and engineers work in many different settings.
- E. Scientists and engineers follow ethical codes concerning human subjects involved in research.
- F. Science cannot answer all questions and technology cannot solve all human problems or meet all human needs. Human beings are still discovering much of God's creation.

HUMAN BIOLOGY AND HEALTH

(NE State Standards)

Structure and function of living things, 8.3.1.d, *Students will investigate and describe the structure and function of living organisms.*

- Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other

(Diocesan Standards)

Life Science

I. Structure and function in living systems, 8.4.1, E.-G.

- E. Through dissection of an insect, worm, and a frog to understand parts of organisms and their complimenting one another, the basis for studying disease.
- F. The human body (organism) has systems for digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination.
- G. Disease is a breakdown in structures or functions of organisms.

II. Reproduction and heredity, 8.4.2, A.-B.

- A. Reproduction is a characteristic of all living systems. 8.4.2
- B. In many species females produce eggs and males produce sperm. This is also true for human beings. “Every human soul [principle of life] is created immediately by God – it is not ‘produced’ by the parents – and it is immortal”(CCC 366). “Being made in the image of God, the human individual possesses the dignity of a person, who is not just something, but someone” (CCC 356).

Science in Personal and Social Perspectives

II. Personal Health, 8.7.1, A.-H.

- A. Physical work and/or exercise are important to the maintenance and improvement of health.
- B. The potential for accidents and the existence of hazards imposes the need for injury prevention.
- C. The use of tobacco often increases the risk of illness.
- D. Alcohol can be an abused substance if used when too young, or in excess at any time, impairing normal activity and judgement.
- E. Use of drugs for other than medical purposes is an abuse.
- F. The sex drive is a natural function of reproduction and requires Christian understanding and personal control. Sexual activity outside of marriage is also a serious means of transmitting disease. Sexual activity outside marriage is sinful and harmful.
- G. Excessive use of the human body, excessive food, drink, exercise, stress, etc. usually results in poor health.
- H. Natural environments may contain substances that are harmful to human beings.

Aquinas Catholic High School: [Middle School Science]

Curriculum

Topic	Objectives	Assessment	State Standard	Diocesan Standard
<p>(6th) Science Skills Unit</p>	<p><i>Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.</i></p> <p><i>Students will apply the nature of science to their own investigations.</i></p> <p><i>Students will solve a design problem which involves one or two science concepts.</i></p>	<p>Daily homework assignments, quizzes, and tests</p> <p>Science Fair</p>	<ul style="list-style-type: none"> Abilities to do Scientific Inquiry 8.1.1.a-i Nature of Science, 8.1.2.a-b Technology, 8.1.3.a-i 	<p>Science As Inquiry</p> <ul style="list-style-type: none"> Abilities necessary to do scientific inquiry, 8.1.1, A-I Understanding about scientific inquiry, 8.2.1, A.-G. <p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none"> V. Science and technology in society, 8.7.5, E.-F. <p>Science and Technology</p> <ul style="list-style-type: none"> I. Possibilities of Technological Design, 8.6.1, A.-E II. Understandings about science and technology, 8.6.2, A.-C.
<p>(6th) From Bacteria to Plants</p>	<p><i>Students will investigate and destroy the structure and function of living organisms.</i></p>	<p>Daily homework assignments, quizzes, and tests</p>	<ul style="list-style-type: none"> Structure and function of living things, 8.3.1.e 	<p>Life Science</p> <ul style="list-style-type: none"> V. Diversity and adaptations of organisms, 8.4.5, A.-B.

<p>(6th) Earth's Changing Surface</p>	<p><i>Students will identify characteristics of organisms that help them survive</i></p>	<p>Daily homework assignments, quizzes, and tests</p>	<ul style="list-style-type: none"> • Biodiversity, 8.3.4.a-c 	<p>Earth and Space Science</p> <ul style="list-style-type: none"> • Structure of the earth system, 8.5.1, E • Earth's history, 8.5.2, B. <p>Life Science</p> <ul style="list-style-type: none"> • V. Diversity and adaptations of organisms, 8.4.5, C.-D.
<p>(6th) Inside Earth</p>	<p><i>Students will learn about the layers of the earth, volcanoes, earthquakes, and natural disasters</i></p>	<p>Daily homework assignments, quizzes, and tests</p>	<ul style="list-style-type: none"> • None specified 	<p>Earth and Space Science</p> <ul style="list-style-type: none"> • Structure of the earth system, 8.5.1, A.-D. • II. Earth's history, 8.5.2, A <p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none"> • IV. Risks and benefits, 8.7.4, A.-B.
<p>(7th) Motion, Forces, and Energy</p>	<p><i>Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.</i></p> <p><i>Students will identify and describe how energy systems and matter interact</i></p>	<p>Daily homework assignments, quizzes, and tests</p>	<ul style="list-style-type: none"> • Force and Motion, 8.2.2.a-d • Energy, 8.2.3.a-g 	<p>Physical Science</p> <ul style="list-style-type: none"> • II. Motion and forces, 8.3.2, A.-C. • III. Transfer of energy, 8.3.3, A.-F.
<p>(7th) Environmental Science</p>	<p><i>Students will describe populations and ecosystems</i></p> <p><i>Students will identify characteristics of organisms that help them survive.</i></p>	<p>Daily homework assignments, quizzes, and tests</p>	<ul style="list-style-type: none"> • Flow of Matter and Energy in Ecosystems, 8.3.3.a-g • Biodiversity, 8.3.4.a-c 	<p>Life Science</p> <ul style="list-style-type: none"> • III. Regulation and behavior, 8.4.3, A.-D. • IV. Populations and ecosystems, 8.4.4, A.-D. <p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none"> • II. Populations, resources, and

				environments, 8.7.2, A.-B. <ul style="list-style-type: none"> • III. Natural Hazards, 8.7.3, A.-C.
(8 th) Chemical Building Blocks	<i>Students will identify and describe the particular nature of matter including physical and chemical interactions.</i>	Daily homework assignments, quizzes, and tests	<ul style="list-style-type: none"> • Matter, 8.2.1.a-g 	Physical Science <ul style="list-style-type: none"> • Properties and changes of properties in matter, 8.3.1, A.-C.
(8 th) Cells and Heredity	<i>Students will investigate and describe the structure and function of living organisms.</i> <i>Students will investigate and describe the relationship between reproduction and heredity.</i>	Daily homework assignments, quizzes, and tests	<ul style="list-style-type: none"> • Structure and function of living things, 8.3.1.a-d • Heredity, 8.3.2.a-b 	Life Science <ul style="list-style-type: none"> • Structure and function in living systems 8.4.1, A.-D. • II. Reproduction and Heredity 8.4.2, C.-E.
(8 th) Astronomy	<i>Students will investigate and describe Earth and the solar system.</i>	Daily homework assignments, quizzes, and tests	<ul style="list-style-type: none"> • Earth in Space, 8.4.1.a-c 	Earth and Space Science <ul style="list-style-type: none"> • III. Earth in the Solar System, 8.5.3, A.-E. Science in Personal and Social Perspectives <ul style="list-style-type: none"> • V. Science and technology in society, 8.7.5, A.-F.
(8 th) Human Biology and Health	<i>Students will investigate the structure and functions of the systems of the body.</i>	Daily homework assignments, quizzes, and tests	<ul style="list-style-type: none"> • Structure and function of living things, 8.3.1.d 	Life Science <ul style="list-style-type: none"> • Structure and function in living systems, 8.4.1, E.-G. • II. Reproduction and heredity, 8.4.2, A.-B.

				<p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none"> • II. Personal Health, 8.7.1, A.-H.
<p>(8th) Weather</p>	<p><i>Students will investigate Earth's weather patterns, clouds, winds, and the water cycle.</i></p>	<p>Daily homework assignments, quizzes, and tests</p>	<ul style="list-style-type: none"> • None specified 	<p>Earth and Space Science</p> <ul style="list-style-type: none"> • Structure of the earth system, 8.5.1, F.-K. <p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none"> • III. Natural Hazards, 8.7.3, A.-C.