Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: Throughout this course, students will engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The program is organized in four strands: Literature, Composition; Grammar, Usage and Mechanics (GUM); and Vocabulary.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting Literature facts. The online content delivery and instructional activities prepare students for hands-on field or laboratory investigations.

Monitoring Student Progress: Each ELA lesson concludes with either an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.
Required Instructional Materials:
    Materials K¹² provides:
    • Online lessons and assessments
    • Printed student and teacher guides
    • *Classics for Young Readers*, Vol 8: Audio
    • *Classics for Young Readers*, Vol 8
    • *BK English Language Handbook*, Grade 8
    • *Vocabulary from Classical Roots*, Book C
    • *Frederick Douglass Narrative*
    • *Anne Frank: Diary of a Young Girl*
    • *Romeo and Juliet - new edition*

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Literature
Designed to encourage the appreciation of classic literature, this strand exposes students to both canonical works and less familiar texts and offers a variety of literature to suit diverse tastes. Whether they are reading poetry, drama, autobiography, short stories, or novels, students will be guided through close readings so that they can analyze the formal features of literary texts. Lessons also provide rich background and information to encourage contextual exploration. In this literature program, students read “what’s between the lines” to interpret literature and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students will consider how the struggles, subjects, and ideas they find within these works are relevant to everyday living.

Readings include:
• “A Cub Pilot” from *Life on the Mississippi* by Mark Twain
• Selections from “Barrio Boy” by Ernest Galarza
• “No Gumption” by Russell Baker
• Selections from *I Know Why the Caged Bird Sings* by Maya Angelou

Poetry: Stories in Verse
• “Lochinvar” by Sir Walter Scott
• “The Raven” by Edgar Allan Poe
• “Annabel Lee” by Edgar Allan Poe
• “The Song of the Wandering Aengus” by William Butler Yeats
• “The Wreck of the Hesperus” by Henry Wadsworth Longfellow
• “The Creation” by James Weldon Johnson

Short Stories
• “The Glass of Milk” by Manuel Rojas
• “To Build a Fire” by Jack London
• “The Secret Life of Walter Mitty” by James Thurber
• “The Piece of String” by Guy de Maupassant
• “The Tell-Tale Heart” by Edgar Allan Poe
• “The Lottery” by Shirley Jackson
• “The Lady or the Tiger” by Frank Stockton

Poetry: To Everything There Is a Season
• “Spring and Fall” by Gerard Manley Hopkins
• “In Just” by E.E. Cummings
• “July” by Susan H. Sweet
• “To Autumn” by John Keats
• “The Snowstorm” by Ralph Waldo Emerson
• “The Snow” by Emily Dickinson

The Bible as Literature
• Selections from Genesis: The Creation and the Fall; Cain and Abel
• Selected Psalms
• Parables: The Great Sheep, The Last Supper, The Prodigal Son
• Faith, Hope, and Charity

Poetry: Voices and Viewpoints
• “All” (Chinese poem) by Bei Dao
• “Also All” (an answer to “All”) by Shu Ting
• “Rainy Day” by Henry Wadsworth Longfellow
• “Invictus” by W. E. Henley
• “We Real Cool” by Gwendolyn Brooks
• “The Negro Speaks Rivers” by Langston Hughes
• “Mending Wall” by Robert Frost
• Sonnets 18 and 29 by William Shakespeare

Poetry of Ideas
• “I Dwell in Possibility” by Emily Dickinson
• “Will There Really Be a Morning” by Emily Dickinson
• “Ozymandias” by Percy Bysshe Shelley
• “Do Not Go Gentle Into That Good Night” by Dylan Thomas
• “The Charge of the Light Brigade” by Alfred Lord Tennyson
• “The Battle of Blenheim” by Robert Southey

Drama
• Antigone by Sophocles
• Romeo and Juliet by William Shakespeare

Autobiography (choose 1)
• Anne Frank: The Diary of a Young Girl
• The Narrative of the Life of Frederick Douglass

Novels (choose 2 during the year)
• Animal Farm by George Orwell
• Jane Eyre by Charlotte Bronte
• Lord of the Flies by William Golding
• A Separate Peace by John Knowles
• A Tale of Two Cities by Charles Dickens
• To Kill a Mockingbird by Harper Lee
• The Yearling by Marjorie Kinnan Rawlings

Partial List of Skills Taught:
• Describe characters based on speech, actions, or interactions with others
• Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature
• Identify character traits and motivations
• Identify and interpret allusions
• Identify conflict and resolution
• Identify and explain the use of irony
• Identify and interpret figurative language
• Identify and interpret imagery
• Identify and interpret sensory language
• Identify cause and effect relationships
• Identify climax
• Identify elements of a drama
• Identify elements of a short story
• Identify theme
• Identify point of view
• Make inferences and draw conclusions
• Recognize the effect of setting or culture on a literary work
• Recognize use of language to convey mood
• Recognize author’s attitude or tone
• Recognize author’s purpose and devices used to accomplish it, including author’s language, organization, and structure
• Recognize how point of view affects literature

COMPOSITION
This strand builds on the skills introduced in Intermediate Composition Courses. In this writing program, students continue to practice writing essays in various genres and increasingly focus on model essays from noteworthy authors. Many units use the literature lessons as a springboard and thereby reinforce the connection between reading for meaning and writing to communicate one’s own ideas.

Students learn the form and structure of a variety of essays they will encounter in their academic careers including: memoirs (narrative), literary essays, compare and contrast essays, research papers, descriptive writing, and arguments.

In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Memoir
• Analysis of a Memoir: Examining Mark Twain’s “A Cub Pilot”
• Planning a Memoir
• Writing a Memoir I
• Writing an Memoir II
• Revising a Memoir
• Proofreading and Publishing a Memoir

Literary Essay: Character
• What Is Literary Essay About Character?
• Planning a Literary Essay About Character
• Focusing and Organizing a Literary Essay About Character
• Writing a Literary Essay About Character
• Revising a Literary Essay About Character
• Proofreading and Publishing a Literary Essay About Character

Argument
• What Is an Argument?
• Recognizing Logical Fallacies and Emotional Appeals
• Choosing a Topic and Gathering Information
• Planning and Organizing the Argument
• Writing an Argument
• Revising an Argument
• Proofreading and Publishing an Argument

Making Us See: Description
• Seeing with the Mind’s Eye I: Analysis of Excerpt from Hamlin Garland’s Boy Life on the Prairie
• Seeing with the Mind’s Eye II: Analysis of Excerpt from Henry David Thoreau’s Walden
• Seeing with the Mind’s Eye III: Analysis of an Excerpt from Annie Dillard’s Pilgrim at Tinker Creek
• Recognizing Descriptive Language
• Planning a Descriptive Essay
• Writing a Descriptive Essay
• Polishing a Descriptive Essay

Research Paper
• What Is a Research Paper?
• Taking Notes I
• Taking Notes II
• Organizing the Information
• Writing a Research Paper I
• Writing a Research Paper II
• Creating a Works Cited Page
• Revising a Research Paper
• Proofreading and Publishing a Research Paper
• Revising
• Bibliography
• Proofreading
• Publishing

Literary Essay: Theme
• What Is a Literary Essay About Theme?
• Planning a Literary Essay About Theme
• Writing a Literary Essay About Theme
• Revising a Literary Essay About Theme
• Proofreading and Publishing a Literary Essay About Theme
Literary Essay: Compare and Contrast

- What Is a Compare and Contrast Essay About Literature?
- Planning a Compare and Contrast Essay About Literature
- Organizing a Compare and Contrast Essay About Literature
- Writing a Compare and Contrast Essay About Literature
- Polishing a Compare and Contrast Essay About Literature

Great Speeches and Oratory

- Reading, Listening to, and Analyzing a Speech I: The Gettysburg Address
- Reading, Listening to, and Analyzing a Speech I: I Have a Dream
- Planning a Speech
- Writing a Speech
- Revising a Speech
- Practicing and Delivering a Speech

GRAMMAR, USAGE, AND MECHANICS

How can a modifier be misplaced or dangling? Is there a positive to appositives? What’s a gerund? The Grammar, Usage, and Mechanics (GUM) course addresses these and many other topics, with reinforcement activities in sentence analysis, sentence structure, and proper punctuation.

Students analyze syntax and diagram sentences in order to understand how words, phrases, and clauses function in relation to each other. Skills updates, frequent exercises, cumulative reviews, and regular practice help students absorb the rules so they can confidently apply them in their own writing. The Barrett Kendall Language Handbook provides exercises and a ready resource for grammar rules and conventions.

Sentences, Fragments, and Run-Ons

- Sentences
- Fragments
- Run-Ons

Complements

- Direct Objects and Indirect Objects
- Predicate Nominatives and Predicate Adjectives

Phrases

- Prepositional Phrases
- Misplaced Modifiers and Appositives

Verbals and Verbal Phrases

- Participles and Participial Phrases
- Gerund
- Gerund Phrases
- Infinitives and Infinitive Phrases
- Misplaced and Dangling Modifiers

Clauses

- Independent and Subordinate Clauses
- Adverb Clauses
- Adjective Clauses
- Functions of Relative Pronouns
• Noun Clauses
• Sentence Structure

Using Verbs
• Principal Parts of Verbs
• Verb Tense
• Shift in Tense
• Active and Passive Voice

Using Pronouns
• Pronoun Case
• Pronoun Problems
• Pronouns in Comparison
• Indefinite Pronoun Antecedents and Antecedent Problems

Subject and Verb Agreement
• Agreement of Subjects and Verbs
• Common Agreement Problems
• Other Agreement Problems

Using Adjectives and Adverbs
• Comparison of Adjectives and Adverbs

Capital Letters
• Capitalization
• More Capitalization

End Marks and Commas
• End Marks
• Commas That Separate
• Comma That Enclose
• More Commas That Enclose

Italics and Quotation Marks
• Uses of Italics and Quotation Marks
• Direct Quotations
• Other Uses of Quotation Marks

Other Punctuation
• Apostrophes
• Semicolons
• Colons and Hyphens
• Dashes and Parentheses

VOCABULARY
Are you implacable or placid? Are you apathetic or empathic? Though these pairs of words are nearly opposite in their meanings, they are closely related and easily defined by students who know the Latin root,—“pacere”—(to please) and the Greek root pathos (suffering). K12’s Vocabulary program uses the Vocabulary from Classical Roots program (from Educator’s Publishing Service) to build knowledge of
Greek and Latin words that form the roots of many English words. The purpose of the program is to help students unlock the meanings of words from classical roots, not necessarily to memorize lists of difficult or obscure vocabulary words. These polysyllabic words are those that frequently cause students to stumble and often appear on standardized tests. Throughout this program, students will define and use words with Greek and Latin roots, and use word origins and derivations to determine the meaning of new words, as they increase their own vocabularies and develop valuable test-taking skills.

**The Person**
- Latin roots *humanas, homo, vir, ego, genos, genus, generis*
- Greek roots *anthropos; gyne, femina, autos, gens, gentis*

**Personal Relationships**
- Latin roots *matrix, pater, frater, avunculus, familia, uxor, puer, morior, nascor*
- Greek roots *pais, sum, esse, fui, futurum, thanatos*

**Feelings**
- Latin roots *amo, amicus, odium, pax, cupio, placere, placare*
- Greek roots *philos, phileo, phobos, pathos, miso, dys*

**Creature Comforts**
- Latin roots *domus, dominus, dormio, somnus, lavare, vestis, coquere, vorare, melis, sal, bibere, potare, ludere*

**The Head**
- Latin roots *caput, cerebrum, facies, frons, oris, oratum, dens, gurges*
- Greek roots *odon*

**The Body**
- Latin roots *caro, collum, corpus, cor, os, dorsum, nervus, sanguis, sedeo*
- Greek roots *derm, gaster*

**The Hands**
- Latin roots *manus, dextra, digitus, flecto, rapio, plico, prehendo, pes, gradior, ambulo, calcitro, sto, stio, sisto*
- Greek root *podos*
Syllabus
Math – Grade 8
Pre-Algebra

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: In the Grade 8 Math program, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean Theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive problems with contextual feedback. A textbook supplements the online material. Students who take Pre-Algebra are expected to have mastered the skills and concepts presented in the K¹² Fundamentals of Geometry and Algebra course (or equivalent).

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Specialized online instructional components support the math content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting math facts.

Monitoring Student Progress: Each math lesson concludes with an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, demonstrations, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning
plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student’s ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:
*Pre-Algebra: Reference Guide and Problem Sets*

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Unit and Lesson Detail:

Unit 1: The Basics

Let’s start at the very beginning; it’s a very good place to start. Just as you need to know basic grammar and vocabulary as you begin to learn any language, you need to know some basic building blocks as you begin to learn algebra.

- Order of Operations
- Variable Expressions
- Writing Expressions for Word Phrases
- Comparing Expressions
- Replacement Sets
- Related Equations
- Solving Problems

Unit 2: Addition and Subtraction

If you have two oranges and a friend gives you three oranges, how many do you have? If you then give four oranges to your friend, how many are you left with? This sort of addition and subtraction problem with passing fruit back and forth is the type of simple math you have done since you were very young. When you expand your addition and subtraction skills to negative numbers and decimals, you can solve many more complicated problems.

- Integers on a Number Line
- Adding Integers
- Subtracting Integers
- Decimals on a Number Line
- Adding Decimals
- Subtracting Decimals
- Addition and Subtraction Properties
• Equations Involving Addition and Subtraction
• Addition and Subtraction Applications

Unit 3: Multiplication and Division

Isaac Newton’s third law of motion is often paraphrased as “for every action, there is an equal and opposite reaction.” Just as forces come in pairs, so can mathematical operations. Multiplication and division are inverse operations. They undo each other and can both be used to solve many types of problems.

• Multiplying Integers and Decimals
• Dividing Integers and Decimals
• Multiplication and Division Properties
• Rounding and Estimation
• Equations Involving Multiplication and Division
• Multiplication and Division Applications

Unit 4: Fractions

Every fraction can be written as a decimal and every decimal can be written as a fraction. As a result, you could do just about all math with only fractions or only decimals, but decimals are used for certain applications just as fractions are used for others. For example, carpenters use fractions and mixed numbers quite a bit; anybody building a house or a deck deals with lots of fractions.

• Equivalent Fractions
• Multiplying Fractions
• Dividing Fractions
• Common Denominators
• Adding and Subtracting Fractions
• Working with Improper Fractions and Mixed Numbers
• Multiplying and Dividing Mixed Numbers
• Equations with Fractions and Mixed Numbers

Unit 5: Combined Operations

Many yachts can be powered by the wind, by a gas engine, or both. A hybrid automobile can run on gasoline or electric power. These combinations are very powerful. Combining addition or subtraction with multiplication or division is powerful as well. You can use equations and expressions with mixed operations to solve many complex problems.

• The Distributive Property
• Like Terms
• Expressions with Mixed Operations
• Equations with Mixed Operations
• Error Analysis
• Inequalities

Unit 6: Number Properties
Astronomers study things that are very, very far away. For example, the Horsehead Nebula is about 14,000 trillion kilometers away. On the other extreme, molecular geneticists study things that are very, very small. A double helix of DNA has a diameter of about one nanometer (a billionth of a meter.) With exponents, you can describe very great or very small distances.

Positive Exponents
Factors and Primes
GCF and Relative Primes
Negative Exponents
Powers of Ten
Scientific Notation

Unit 7: Geometry Basics

Shapes such as polygons and circles provide us with shelter, art, and transportation. Some artists use geometric shapes in their art, but most painters and photographers use rectangular frames to surround their art. Look at any art museum, and you will see triangles, rectangles, and other polygons in the structure of the building and in the artwork inside.

Points, Lines and Planes
Rays and Angles
Parallel Lines and Transversals
Triangles
Polygons
Circles
Transformations
Congruence

Unit 8: Semester Review and Test

Semester Review
Semester Test

Unit 9: Ratio, Proportion and Percent

Model builders use ratios and percents to describe how their models compare to real objects. They can use proportions to figure out the length of every item in the model.

Ratio
Proportion
Percents, Fractions and Decimals
Similarity and Scale
Working with Percent
Percent of Increase or Decrease
Simple Interest
Unit 10: Statistics

Data are everywhere. When you look at a group of people, you could use many numbers to describe them. How tall are they? How long is their hair? How old are they? What is their gender? What color are their eyes? Statistics helps you make sense of data.

- Graphs
- Measures of Center
- Stem-and-Leaf Plots
- Box-and-Whisker Plots
- Frequency Tables and Histograms

Unit 11: Perimeter and Area

You can find geometric shapes in art. Whether determining the amount of leading or the amount of glass for a piece of stained glass art, stained-glass artists need to understand perimeter and area to solve many practical problems.

- Types of Polygons
- Perimeter
- Areas of Rectangles and Triangles
- Special Quadrilaterals
- Areas of Special Quadrilaterals
- Circumference
- Areas of Circles

Unit 12: Square Roots and Right Triangles

Since ancient times, people have used right triangles to survey land and build structures. Even before Pythagoras was born, the relationship between the side lengths of a right triangle has been essential to anyone building just about any structure, including pyramids, houses, skyscrapers, and bridges.

- Rational Square Roots
- Irrational Square Roots
- The Pythagorean Theorem
- The Distance Formula
- Special Types of Triangles
- Trigonometric Ratios

Unit 13: Solid Figures

Gas-powered engines are driven by little explosions that move pistons up and down in cylinders. When you add up the volume of all the cylinders, you get the displacement of the engine. For instance, each cylinder in a four-cylinder, 1000 cc engine has a
volume of 250 cubic centimeters. Engineers and mechanics must accurately compute volume when they build or maintain engines.

- Volume and Capacity
- Volumes of Prisms and Cylinders
- Volumes of Pyramids and Cones
- Surface Area
- Surface Areas of Prisms and Cylinders

Unit 14: Counting and Probability

How many apples have mass between 100 and 200 grams? How many are bruised? How many are not yet ripe? Checking every single apple would probably be pretty impractical, but if you understand probability and sampling, you could make a good estimate.

- Counting Principles
- Permutations
- Combinations
- Probability
- Mutually Exclusive Events
- Samples and Prediction

Unit 15: Analytic Geometry

A pilot uses numbers to locate the airport she is flying to. An air traffic controller uses numbers on a radar screen to locate each airplane approaching the airport. Without a system of locating points, airplanes would have a hard time getting anywhere safely.

- Points on the Plane
- Two-Variable Equations
- Linear Equations and Intercepts
- Slope
- Problem Solving
- Relations and Functions
- Systems of Linear Equations

Unit 16: Semester Review and Test

- Semester Review
- Semester Test
Syllabus

Math – Grade 8

Algebra

Teacher Contact Information

Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: In the Grade 8 Math program, students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Specialized online instructional components support the math content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting math facts.

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Required Instructional Materials:

Materials K¹² provides:
* Algebra I: Reference Guide and Problem Sets

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Unit and Lesson Detail:

Unit 1: Algebra Basics

The English word *algebra* and the Spanish word *algebrista* both come from the Arabic word *al-jabr*, which means "restoration." A barber in medieval times often called himself an algebrista. The algebrista also was a bonesetter who restored or fixed bones. Mathematicians today use algebra to solve problems. Algebra can find solutions and "fix" certain problems that you encounter.

- Semester Introduction
- Expressions
- Variables
- Translating Words into Variable Expressions
- Equations
- Translating Words into Equations
- Replacement Sets
- Problem Solving

Unit 2: Properties of Real Numbers

There are many different kinds of numbers. Negative numbers, positive numbers, integers, fractions, and decimals are just a few of the many groups of numbers. What do these varieties of numbers have in common? They all obey the rules of arithmetic. They can be added, subtracted, multiplied, and divided.

- Number Lines
- Sets
- Comparing Expressions
- Number Properties
- Measurement, Precision, and Estimation
- Distributive Property
- Algebraic Proof
- Opposites and Absolute Value

**Unit 3: Operations with Real Numbers**

There are many different kinds of numbers. Negative numbers, positive numbers, integers, fractions, and decimals are just a few of the many groups of numbers. What do these varieties of numbers have in common? They all obey the rules of arithmetic. They can be added, subtracted, multiplied, and divided.

- Addition
- Subtraction
- Multiplication
- Reciprocals and Division
- Applications: Number Problems

**Unit 4: Solving Equations**

The Greek mathematician Diophantus is often called "the father of algebra." His book *Arithmetica* described the solutions to 130 problems. He did not discover all of these solutions himself, but he did collect many solutions that had been found by Greeks, Egyptians, and Babylonians before him. Some people of long ago obviously enjoyed doing algebra. It also helped them—and can help you—solve many real-world problems.

- Addition and Subtraction Equations
- Multiplication and Division Equations
- Patterns
- Multiple Transformations
- Variables on Both Sides of an Equation
- Transforming Formulas
- Estimating Solutions
- Cost Problems

**Unit 5: Linear Equations and Inequalities**

You've probably heard the phrase, "That's where I draw the line!" In algebra, you can take this expression literally. Linear functions and their graphs play an important role in the never-ending quest to model the real world.

- Equations in Two Variables
- Graphs
- Lines and Intercepts
- Slope
- Using Slope as a Rate
- Slope-Intercept Form
- Point-Slope Form
• Parallel and Perpendicular Lines
• Equations from Graphs
• Applications: Linear Models
• Graphing Linear Inequalities
• Inequalities from Graphs

Unit 6: Semester Review and Test

• Semester Review
• Semester Test

Unit 7: Relations and Functions

A solar cell is a little machine that takes in solar energy and puts out electricity. A mathematical function is a machine that takes in a number as an input and produces another number as an output. There are many kinds of functions. Some have graphs that look like lines, while others have graphs that curve like a parabola. Functions can take other forms as well. Not every function has a graph that looks like a line or a parabola. Not every function has an equation. The important thing to remember is that if you put any valid input into a function, you will get a single result out of it.

• Semester Introduction
• Relations
• Functions
• Function Equations
• Order of Operations
• Absolute Value Functions
• Direct Linear Variation
• Quadratic Variation
• Inverse Variation
• Translating Functions

Unit 8: Rationals, Irrationals, and Radicals

Are rational numbers very levelheaded? Are irrational numbers hard to reason with? Not really, but rational and irrational numbers have things in common and things that make them different.

• Rational Numbers
• Terminating and Repeating Numbers
• Square Roots
• Dimensional Analysis
• Irrational Numbers
• Evaluating and Estimating Square Roots
• Radicals with Variables
• Using Square Roots to Solve Equations
• The Pythagorean Theorem
• Higher Roots

Unit 9: Measurement and Geometry

• Points, Lines, and Angles
• Pairs of Angles
• Triangles
• Polygons
• Congruence and Similarity
• Area
• Volume
• Scale
• Measurement and Geometry Review

Unit 10: Counting, Probability, and Statistics

• Counting
• Permutations and Combinations
• Probability
• Combined Probability
• Graphs
• Summary Statistics
• Frequency Distributions
• Samples and Prediction
• Counting, Probability, and Statistics Review
• Counting, Probability, and Statistics Test

Unit 11: Logic and Reasoning

Professionals use logical reasoning in a variety of ways. Just as lawyers use logical reasoning to formulate convincing arguments, mathematicians use logical reasoning to formulate and prove theorems. Once you have mastered the uses of inductive and deductive reasoning, you will be able to make and understand arguments in many areas.

• Reasoning and Arguments
• Hypothesis and Conclusion
• Forms of Conditional Statements
• Using Data to Make Arguments
• Inductive and Deductive Reasoning
• Algebraic Proof
• Counter Example

Unit 12: Working with Polynomials
Just as a train is built from linking railcars together, a polynomial is built by bringing terms together and linking them with plus or minus signs. You can perform basic operations on polynomials in the same way that you add, subtract, multiply, and divide numbers.

- Overview of Polynomials
- Adding and Subtracting Polynomials
- Multiplying Monomials
- Multiplying Polynomials by Monomials
- Multiplying Polynomials
- FOIL

Unit 13: Factoring Polynomials

A polynomial is an expression that has variables that represent numbers. A number can be factored, so you should be able to factor a polynomial, right? Sometimes you can and sometimes you can't. Finding ways to write a polynomial as a product of factors can be quite useful.

- Factoring Integers
- Dividing Monomials
- Common Factors of Polynomials
- Dividing Polynomials by Monomials
- Factoring Perfect Squares
- Factoring Differences of Squares
- Factoring Quadratic Trinomials
- Factoring Completely
- Finding Roots of a Polynomial

Unit 14: Quadratic Equations

Solving equations can help you find answers to many kinds of problems in your daily life. Linear equations usually have one solution, but what about quadratic equations? How can you solve them and what do the solutions look like?

- Solving Perfect Square Equations
- Completing the Square
- Scientific Notation
- The Quadratic Formula
- Solving Quadratic Equations
- Equations and Graphs: Roots and Intercepts
- Applications: Area Problems
- Applications: Projectile Motion

Unit 15: Rational Expressions

A fraction always has a number in the numerator and in the denominator. However, those numbers can actually be expressions that represent numbers, which means you can do all sorts of interesting things with fractions. Fractions with variable expressions in the numerator and denominator can help you solve many kinds of problems.
• Simplifying Rational Expressions
• Multiplying Rational Expressions
• Dividing Rational Expressions
• Like Denominators
• Adding and Subtracting Rational Expressions

Unit 16: Solving Inequalities

Every mathematician knows that 5 is less than 7, but when is $y < x$? An inequality symbol can be used to describe how one number compares to another. It can also indicate a relationship between values.

• Inequalities
• Solving Inequalities
• Combined Inequalities
• Absolute Value Equations and Inequalities
• Applications: Inequalities

Unit 17: Applying Fractions

What do a scale drawing, a bicycle's gears, and a sale at the local store all have in common? They all present problems that can be solved using equations with fractions.

• Ratios
• Proportions
• Unit Conversions
• Percents
• Applications: Percents
• Applications: Mixture Problems

Unit 18: Systems of Equations

When two people meet, they often shake hands or say "hello" to each other. Once they start talking to each other, they can find out what they have in common. What happens when two lines meet? Do they say anything? Probably not, but whenever two lines meet, you know they have at least one point in common. Finding the point at which they meet can help you solve problems in the real world.

• Systems of Equations
• Substitution Method
• Linear Combination
• Linear Combination with Multiplication
• Applications: Systems of Linear Equations
• Systems of Linear Inequalities

Unit 19: Semester Review and Test
Semester Review
Semester Test

Syllabus
Texas Science – Grade 8

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: The eighth grade science curriculum presents the surface of the earth, water on earth, our place in space, cells for life, how plants and animals adapt, history of life on earth, matter, chemistry, force and motion, air, weather, and climate.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting science facts. The online content delivery and instructional activities prepare students for hands-on field or laboratory investigations.

Monitoring Student Progress: Each science lesson concludes with an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, demonstrations, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's
ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

**Required Instructional Materials:**

- Online lessons and assessments
- Printed student and teacher guides
- Most experiments use commonly available materials. Specialized scientific materials (such as a test tube, bar magnets, or graduated cylinders) are provided by K¹².

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

**Unit and Lesson Detail:**

**Unit 1: Earth’s Surface Summary**

Every day you feel the ground beneath you, breathe the air around you, and drink water you need to survive. Today you are starting a trip around and into planet Earth. Your trip will include journeys from the Earth’s surface deep into its hot core, through its oceans, into its atmosphere, and far beyond to distant planets, stars, and galaxies.

**Lesson 1: Spheres of the Earth**

Describe the basic components of the Earth's physical systems: the atmosphere, biosphere, lithosphere, hydrosphere, and magnetosphere

Explain that the earth is made up of layers (internally and on the surface).

Describe features of the layers, or spheres, that make up the earth system (atmosphere, biosphere, lithosphere, hydrosphere, and magnetosphere).

**Lesson 2: Mapping the Earth**

Use latitude and longitude to locate places on a map.

Determine the scale of a map.

Interpret maps using scale, directional indicators, keys, and symbols to locate physical features.

**Lesson 3: Mapping Earth's Physical Features**

Define topography as the physical features of an area of land, including mountains, valleys, plains, and bodies of water.

Identify a topographic map as a representation of the earth’s surface.
Analyze topographic maps.

**Lesson 4: Weathering**

Explain that weathering produces sediments that contribute to soil formation (sand, silt, clay).

Give examples of how climate differences influence the rate of weathering.

Define weathering.

**Lesson 5: Erosion**

Define erosion.

Describe major causes, processes, and consequences of erosion.

Identify surface structures that show the effects of erosion.

**Lesson 6: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 7: Soils of the Earth**

Explain how soil is formed.

Describe the three major soil types: sand, silt, and clay.

Relate soil types to climate.

**Lesson 8: Lab: Desertification**

Explain how sand dunes are formed and recognize that they have two sides: leeward and windward.

Conduct an experiment to determine the most effective method for reducing the advancement of sand dunes and deposition of sand in populated areas.

Record scientific data using charts, graphs, and/or written descriptions.

**Lesson 9: The Rock Cycle**

Relate the rock cycle to the formation of layers of rock.

Describe the arrangement of rocks in rock layers.

Summarize how the earth’s surface materials are constantly formed, reformed, and transformed from one type of rock into
another through the processes of the rock cycle.

Lesson 10: Unit Review

Describe the basic components of the earth's system: the atmosphere, biosphere, lithosphere, hydrosphere, and magnetosphere.

Explain latitude and longitude and recognize them as providing a primary coordinate system for reference to places on the earth.

Describe features on maps such as coordinate systems, scales, directional indicators, keys, symbols, and contour lines.

Describe specific uses of topographic maps.

Describe the major processes that break apart and move material around on the earth's surface to form soil from rock and organic material and to change the shape of the surface.

Describe major agents of mechanical weathering and of chemical weathering, how the agents cause each kind of weathering, and how mechanical weathering and chemical weathering interact to enhance each other's effects.

Describe major types of soil in terms of porosity, permeability, and climates in which they are found.

Relate the rock cycle to the formation of layers of rock.

Describe the arrangement of rocks in rock layers.

Summarize how the earth's surface materials are constantly formed, reformed, and transformed from one type of rock into another through the processes of the rock cycle.

Lesson 11: Unit Assessment

Describe the basic components of the earth's physical systems: the atmosphere, biosphere, lithosphere, hydrosphere, and magnetosphere.

Explain latitude and longitude and recognize them as providing a primary coordinate system for reference to places on the earth.

Describe features on maps such as coordinate systems, scales, directional indicators, keys, symbols, and contour lines.

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Relate the rock cycle to the formation of layers of rock.

Describe the arrangement of rocks in rock layers.
Summarize how the earth’s surface materials are constantly formed, reformed, and transformed from one type of rock into another through the processes of the rock cycle.

Describe specific uses of topographic maps.

Unit 2: Water on Earth Summary

It’s a warm sunny day, a perfect day for the beach. While walking along the beach, you find a bottle that rides in on a wave. The bottle has a note in it written by someone in another country. How did this bottle travel so far?

Lesson 1: Water and the Water Cycle

Describe the distribution of water in the atmosphere, lithosphere, and hydrosphere.

Interpret a diagram of the water cycle.

Explain the transfer of energy between the atmosphere and hydrosphere.

Compare and contrast freshwater and salt water.

Lesson 2: Ocean Water

Describe the composition of ocean water.

Recognize that the temperature of the ocean’s surface water varies by geographic location.

Identify factors that affect the salinity of ocean water.

Explain how temperature and pressure vary at different depths in the ocean.

Lesson 3: Ocean Currents

Distinguish surface currents from deep-ocean currents.

Relate convection to the formation of deep-ocean currents.

Explain that wind and forces between air and water cause surface currents.

Describe the effect of earth's rotation on ocean currents.

Interpret a diagram that shows major ocean currents and prevailing winds.

Lesson 4: Ocean Waves

Relate wind speed to the amount of energy transferred to waves.

Describe wave motion in water as particles set in circular motion.
Define beaches as dynamic systems whereby rivers and ocean waves deliver sand that may alter coastal landforms.

Explain how energy is transferred in ocean waves.

Lesson 5: Ocean Tides

Explain the relationship between ocean tides and the gravitational interaction of the earth, moon, and sun.

Identify positions of the earth, moon, and sun that result in a monthly cycle of spring tides and neap tides.

Lesson 6: Unit Review

Explain the hydrologic cycle.

Recognize factors influencing salinity of ocean water, explain how salinity and temperature of the water are related to its density, and explain how differences in these parameters result in major movements of deep-ocean water.

Explain how wind blowing on ocean water results in waves and surface currents.

Explain how the gravitational interaction of the earth, moon, and sun causes tides.

Recognize that radiation from the sun warms the upper layer of ocean water, but cannot penetrate to great depths, resulting in two distinct layers of water-warm and cold-separated by a boundary layer known as the thermocline.

Lesson 7: Unit Assessment

Explain the hydrologic cycle.

Recognize factors influencing salinity of ocean water, explain how salinity and temperature of the water are related to its density, and explain how differences in these parameters result in major movements of deep-ocean water.

Explain how wind blowing on ocean water results in waves and surface currents.

Explain how the gravitational interaction of the earth, moon, and sun causes tides.

Recognize that radiation from the sun warms the upper layer of ocean water, but cannot penetrate to great depths, resulting in two distinct layers of water-warm and cold-separated by a boundary layer known as the thermocline.

Unit 3: Our Place in the Universe Summary

Getting smarter means discovering more and more about what's around you. Babies are only aware of their cribs, young people are aware of their immediate surroundings and adults know more about the world. In this unit you will attempt to understand your place in the entire universe.

Lesson 1: Origin of the Universe

Summarize main points of, and major evidence offered by scientists for, the big bang theory.
Describe the observations that galaxies are moving away from us as evidence that the universe is expanding as a result of the big bang.

**Lesson 2: Galaxies**

Recognize that the universe consists of many galaxies with billions of stars.

Identify the shapes of different galaxies.

Recognize that there are vast distances that separate these galaxies and stars from one another.

Describe distances in space as measured in light-years.

Define a light-year as the distance light travels in one earth year.

**Lesson 3: Gravitational Forces**

Explain that gravity is a force of attraction and that gravitational forces act on every mass in the universe.

Explain that gravity holds groups of celestial bodies together, including stars and planets, asteroids, and other orbiting bodies.

Recognize that mass and distance determine the amount of gravitational force between any two objects.

**Lesson 4: Rotation and Revolution**

Recognize that the planets in the solar system revolve around the sun in elliptical orbits.

Define revolution as the period in which a planet makes one complete orbit around the sun.

Define rotation as the period in which a planet makes one complete turn on its axis.

**Lesson 5: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 6: The Solar System**

Describe the solar system as a system that includes the sun, earth, and other planets, moons, and other small objects, such as asteroids and comets.

Explain the currently accepted scientific account of the formation of the solar system.

Explain how the sun's gravity holds earth and the other planets in their orbits.

Distinguish objects inside the solar system from objects outside the solar system.
Lesson 7: Asteroids, Comets, and Meteoroids

Describe other objects in the solar system, such as asteroids, comets, and meteoroids.

Explain the interaction of the sun and comets in the solar system.

Explain that comets are made of ice and dust and have elliptical orbits around the sun.

Lesson 8: Unit Review

Recognize the main features of the big bang theory, which most scientists accept as a description of the origin of the universe.

Explain the most current, most widely accepted theory of the origin of the solar system.

Describe the main elements making up stars, including the sun; the relative locations of the orbits of the planets; a unique property of each planet; and the relative sizes and masses of the sun and the planets.

Recognize that Newton’s universal law of gravitation explains the nature of the orbits of the planets and other objects in the solar system around the sun.

Recognize that gravity holds together groups of celestial bodies, including stars with their planets, asteroids, and other orbiting bodies, stars grouped in galaxies, and galaxies grouped in clusters.

Describe how the predominant view of the solar system and universe has changed over time.

Lesson 9: Unit Assessment

Recognize the main features of the big bang theory, which most scientists accept as a description of the origin of the universe.

Explain the most current, most widely accepted theory of the origin of the solar system.

Recognize that the universe consists of many galaxies with billions of stars.

Identify the shapes of different galaxies.

Describe distances in space as measured in light-years.

Describe the main elements making up stars and earth’s sun; the relative locations of the orbits of the planets; a unique property of each planet; and the relative sizes and masses of the sun and the planets.

Recognize that Newton’s universal law of gravitation explains the nature of the orbits of the planets and other objects in the solar system around the sun.

Explain how the tilt of the earth’s axis of rotation with respect to its orbit around the sun causes the seasons.

Recognize that gravity holds together groups of celestial bodies, including stars with their planets, asteroids, and other orbiting bodies, stars grouped in galaxies, and galaxies grouped in clusters.
Explain that gravity is a force of attraction and that gravitational forces act on every mass in the universe.

Describe how the predominant view of the solar system and universe has changed over time.

Recognize that the planets in the solar system revolve around the sun in elliptical orbits.

Define revolution as the period in which a planet makes one complete orbit around the sun.

Define rotation as the period in which a planet makes one complete turn on its axis.

Summarize main points of, and major evidence offered by scientists for, the big bang theory.

Describe the observations that galaxies are moving away from us as evidence that the universe is expanding as a result of the big bang.

Recognize that the universe consists of many galaxies with billions of stars.

Identify the shapes of different galaxies.

Recognize that there are vast distances that separate these galaxies and stars from one another.

Describe distances in space as measured in light-years.

Define a light-year as the distance light travels in one earth year.

Recognize that mass and distance determine the amount of gravitational force between any two objects.

Describe the solar system as a system that includes the sun, earth, and other planets, moons, and other small objects, such as asteroids and comets.

Explain the currently accepted scientific account of the formation of the solar system.

Explain how the sun’s gravity holds earth and the other planets in their orbits.

Distinguish objects inside the solar system from objects outside the solar system.

Comets are made of ice and dust and have elliptical orbits around the sun.

Asteroids are rocky objects too small to form planets. Most asteroids are between the orbits of Mars and Jupiter. Amateur astronomers have discovered many new asteroids.

Meteoroids are small pieces of matter in space. When they enter the earth’s atmosphere, friction causes most of them to burn up. Those that reached the earth’s surface may have influenced the evolution of life on our planet, and probably had a role in the extinction of dinosaurs and other life-forms.

Describe other objects in the solar system, such as asteroids, comets, and meteoroids.

Explain the interaction of the sun and comets in the solar system.

**Unit 4: Cells Summary**

They’re everywhere, and they control our lives. What are they? Alien invaders? No. They are cells. They are inside us and all around us, in every living thing on earth. They are constantly growing, reproducing,
communicating, and using energy. They sense, respond, and adapt to their environment. You've probably never thought much about cells, but there's much to discover about their intriguing lives.

**Lesson 1: The Cell**

Define the cell as the basic unit of structure and function in all living things.
Describe how chemical functions of organisms begin and take place within a cell.
Explain that the nucleus of a cell contains instructions about living and growing.
Recognize that the cell contains genetic information.

**Lesson 2: Differing Cells**

Give examples of prokaryotic cells.
Give examples of eukaryotic cells.
Define prokaryotic cells as simple structures that lack a cell nucleus or other membrane-enclosed structures.
Describe eukaryotic cells as containing membrane-enclosed structures, such as a nucleus and other organelles.

**Lesson 3: LAB: Learning to Use a Microscope**

Identify the parts of a microscope and describe their functions.
Demonstrate the safe use of a microscope.
Observe prepared slides under a microscope.

**Lesson 4: Cell Organelles**

Explain that the basic chemical functions of organisms (extracting energy from food, getting rid of wastes, and so on) begin or occur within the cell.
Describe the cell as a system of organelles mirroring the systems within multicellular organisms.
Draw and label the parts of a eukaryotic cell.

**Lesson 5: Looking at Cells**

Use a microscope to identify cell structures (nucleus, cell membrane, cell wall, chloroplasts, mitochondria).
Draw and label the parts of a typical prokaryotic and a eukaryotic cell.
Lesson 6: Your Choice

Practice skills and reinforce concepts taught in this course.

Lesson 7: DNA Makes RNA Makes Proteins

Explain the fundamental relationship between DNA, RNA, and proteins.
Describe the essential role of DNA in almost all cell functions and structure.

Lesson 8: Plant and Animal Cells

Identify different structures, such as chloroplasts and the cell wall, that differentiate plant and animal cells.
Compare and contrast plant and animal cells.
Recognize that plants and animals have levels of organization for structure and function: cells, tissues, organs, organ systems, and the whole organism.
Recognize that the nucleus is the repository for genetic information in plant and animal cells.

Lesson 9: Cells and Energy

Identify mitochondria in an illustration of a cell.
Explain the role of mitochondria in converting and releasing stored energy in cells.
Explain the main function of chloroplasts.

Lesson 10: Inheritance

Describe how a special set of homologous chromosomes determines gender in some species.
Describe how new pairs of alleles come together for sexually reproducing organisms.
Describe mitosis as a process of replicating genetic material within the nucleus.
Define the cell cycle as the sequence of events in the life cycle of a cell.
Recognize cell division as a recurring process that contributes to growth and repair.
Contrast gene pairs that are homozygous and heterozygous.

Lesson 11: Punnett Squares

Summarize Gregor Mendel's contributions to our understanding of genetics and heredity.
Use a Punnett Square to show the possible outcomes of various combinations of alleles from two parents.

Lesson 12: LAB: Using Punnett Squares

Use a Punnett Square to show the possible outcomes of various combinations of alleles from two parents.

Lesson 13: Unit Review

Identify the cell as the basic unit of structure and function in all living things.

Describe how chemical functions of organisms start and are carried out within a cell and how material moves in and out of the cell.

Explain the structure and function of the parts of a cell.

Compare and contrast prokaryotic and eukaryotic cells.

Compare and contrast plant and animal cells.

Describe the purpose and process of cell division.

Explain the fundamental relationship between DNA, RNA, and proteins

Recognize cell division as a recurring process that contributes to growth and repair.

Define the cell cycle as the sequence of events in the life cycle of a cell.

Describe mitosis as a process of replicating genetic material within the nucleus.

Describe how a special set of homologous chromosomes determines gender in some species.

Describe how new pairs of alleles come together for sexually reproducing organisms.

Summarize Gregor Mendel's contributions to our understanding of genetics and heredity.

Use a Punnett Square to show possible outcomes of various combinations of inherited characteristics.

Lesson 14: Unit Assessment

Identify the cell as the basic unit of structure and function in all living things.

Describe how chemical functions of organisms start and are carried out within a cell and how material moves in and out of the cell.

Explain the structure and function of the parts of a cell.

Compare and contrast prokaryotic and eukaryotic cells.

Compare and contrast plant and animal cells.
Describe the purpose and process of cell division.

Explain the fundamental relationship between DNA, RNA, and proteins.

Define the cell as the basic unit of structure and function in all living things.

Describe how chemical functions of organisms begin and take place within a cell.

Explain that the nucleus of a cell contains instructions about living and growing.

Recognize that the cell contains genetic information.

Give examples of prokaryotic cells.

Give examples of eukaryotic cells.

Define prokaryotic cells as simple structures that lack a cell nucleus or other membrane-enclosed structures.

Describe eukaryotic cells as containing membrane-enclosed structures, such as a nucleus and other organelles.

Explain that the basic chemical functions of organisms (extracting energy from food, getting rid of wastes, and so on) begin or occur within the cell.

Describe the cell as a system of organelles mirroring the systems within multicellular organisms.

Use a microscope to identify cell structures (nucleus, cell membrane, cell wall, chloroplasts, mitochondria).

Draw and label the parts of a typical prokaryotic and eukaryotic cell.

Describe the essential role of DNA in almost all cell functions and structure.

Identify different structures, such as chloroplasts and the cell wall, that differentiate plant and animal cells.

Recognize that plants and animals have levels of organization for structure and function: cells, tissues, organs, organ systems, and the whole organism.

Recognize that the nucleus is the repository for genetic information in plant and animal cells.

Identify mitochondria in an illustration of a cell.

Explain the role of mitochondria in converting and releasing stored energy in cells.

Explain the main function of chloroplasts.

Describe how a special set of homologous chromosomes determines gender in some species.

Describe how new pairs of alleles come together for sexually reproducing organisms.

Summarize Gregor Mendel's contributions to our understanding of genetics and heredity.

Use a Punnett Square to show the possible outcomes of various combinations of alleles from two parents.

Explain Mendel's theory of how traits are passed from parents to offspring.
Explain how genes and chromosomes determine hereditary traits.

Describe DNA as a blueprint for life.

Describe what happens to the chromosomes and genes during meiosis.

Explain how mutations and genetic engineering can alter genes.

Recognize cell division as a recurring process that contributes to growth and repair.

Define the cell cycle as the sequence of events in the life cycle of a cell.

Describe mitosis as a process of replicating genetic material within the nucleus.

Describe how new pairs of alleles come together for sexually reproducing organisms.

Use a Punnett Square to show possible outcomes of various combinations of inherited characteristics.

**Unit 5: Adaptation and Change Summary**

Every organism lives in a particular type of environment. In this unit, we will explore how populations change over time to survive in their environments, and what happens when the environment changes.

**Lesson 1: Change Over Time**

Describe different examples of species that have changed over time.

Explain that diversity develops gradually over many generations in response to different influences.

Identify factors that support the survival of a species in changing environments.

**Lesson 2: Structural Adaptations**

Define adaptation as a change that improves the chances of survival for a species in a specific environment.

Describe and give examples of how diversity of animals in a population combined with selection pressures over time can change population characteristics.

Identify and give specific examples of structural adaptations in animals.

Identify and give specific examples of structural adaptations in plants.

**Lesson 3: Behavioral Adaptations**

Explain how behavioral adaptations differ from structural adaptations.

Give an example of how behavioral responses may be determined by heredity or past experience.

Explain how behavioral adaptations help animals survive.
Explain how behavioral adaptations help plants survive.

Lesson 4: Extinct or Endangered?

Distinguish between extinct and endangered species and give examples of each.
Explain that extinction may result from mismatch of adaptations and the environment.
Give examples of specific traits of different species that helped them survive.

Lesson 5: Changes in Ecosystems

Give examples of changes within an ecosystem and explain why they occurred.
Describe how a change in one part of an ecosystem affected other parts of that same ecosystem.
Analyze and predict the results of introducing or removing an organism from a food web.

Lesson 6: Rates of Environmental Change

Describe environmental changes that occur slowly, such as forest and pond succession.
Describe environmental changes that occur rapidly, such as forest fires and decomposition.

Lesson 7: LAB: Building a Dam

Examine environmental changes that result from building a dam, to describe environmental changes that occur rapidly.
Model environmental changes that can occur when a dam is built.

Lesson 8: Your Choice

Practice skills and reinforce concepts taught in this course.

Lesson 9: Population Changes

Describe and give examples of the consequences of overpopulation in an ecosystem.
Describe how overpopulation is often limited.
Analyze and predict the results of introducing an organism to a food web or removing an organism from a food web.

Lesson 10: The Human Factor
Explain how human activity may alter the balance of an ecosystem.

Describe how human activity can affect the transfer of energy in ecosystems (for example, roads, oil spills, hurricanes).

**Lesson 11: Feedback and System Equilibrium**

Define homeostasis.

Describe dynamic equilibrium in living organisms.

Explain why equilibrium is important in living systems.

Explain and give an example of positive feedback in a plant or animal.

Explain and give an example of negative feedback in a plant or animal.

Describe how self-regulation supports living systems.

Define diffusion.

Define and give an example of osmosis.

Explain turgor pressure and why it is important for plants.

**Lesson 12: Energy Flow in Ecosystems**

Describe energy flow in ecosystems, including the role of producers and consumers.

Recognize that the amount of usable energy available to organisms decreases at each trophic level of a food chain or web.

**Lesson 13: Unit Review**

Describe how species have adapted over time, including structural and behavioral adaptations.

Explain how species can become extinct.

Describe how changes in one part of an ecosystem, including population changes and human impact, cause other changes in the ecosystem.

Describe different examples of species that have changed over time.

Explain that diversity develops gradually over many generations in response to different influences.

Define adaptation as a change that improves the chances of survival for a species in a specific environment.

Describe and give examples of how diversity of animals in a population combined with selection pressures over time can change population characteristics.

Identify and give specific examples of structural adaptations in animals.
Identify and give specific examples of structural adaptations in plants.

Explain how behavioral adaptations differ from structural adaptations.

Give an example of how behavioral responses may be determined by heredity or past experience.

Explain how behavioral adaptations help animals survive.

Explain how behavioral adaptations help plants survive.

Distinguish between extinct and endangered species and give examples of each.

Explain that extinction may result from mismatch of adaptations and the environment.

Give examples of specific traits of different species that helped them survive.

Give examples of changes within an ecosystem and explain why they occurred.

Describe how a change in one part of an ecosystem affected other parts of that same ecosystem.

Analyze and predict the results of introducing or removing an organism from a food web.

Describe environmental changes that occur slowly, such as forest and pond succession.

Describe environmental changes that occur rapidly, such as forest fires and decomposition.

Examine environmental changes that result from building a dam, to describe environmental changes that occur rapidly.

Model environmental changes that can occur when a dam is built.

Describe and give examples of the consequences of overpopulation in an ecosystem.

Describe how overpopulation is often limited.

Analyze and predict the results of introducing an organism to a food web or removing an organism from a food web.

Explain how human activity may alter the balance of an ecosystem.

Describe how human activity can affect the transfer of energy in ecosystems (for example, roads, oil spills, hurricanes).

Describe how species have adapted over time, including structural and behavioral adaptations.

Describe energy flow in ecosystems, including the role of producers and consumers.

Recognize that the amount of usable energy available to organisms decreases at each trophic level of a food chain or web.

Define homeostasis.

Describe dynamic equilibrium in living organisms.

Explain why equilibrium is important in living systems.

Explain and give an example of positive feedback in a plant or animal.

Explain and give an example of negative feedback in a plant or animal.
Describe how self-regulation supports living systems.

Define diffusion.

Define and give an example of osmosis.

Explain turgor pressure and why it is important for plants.

Lesson 14: Unit Assessment

Describe how species have adapted over time, including structural and behavioral adaptations.

Explain how species can become extinct.

Describe how changes in one part of an ecosystem, including population changes and human impact, cause other changes in the ecosystem.

Describe different examples of species that have changed over time.

Explain that diversity develops gradually over many generations in response to different influences.

Define adaptation as a change that improves the chances of survival for a species in a specific environment.

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Explain how behavioral adaptations differ from structural adaptations.

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Model environmental changes that can occur when a dam is built.

Describe and give examples of the consequences of overpopulation in an ecosystem.

Describe how overpopulation is often limited.

Explain how human activity may alter the balance of an ecosystem.

Describe how human activity can affect the transfer of energy in ecosystems (for example, roads, oil spills, hurricanes).

Describe energy flow in ecosystems, including the role of producers and consumers.

Recognize that the amount of usable energy available to organisms decreases at each trophic level of a food chain or web.

Define homeostasis.

Describe dynamic equilibrium in living organisms.

Explain why equilibrium is important in living systems.

Explain and give an example of positive feedback in a plant or animal.

Explain and give an example of negative feedback in a plant or animal.

Describe how self-regulation supports living systems.

Define diffusion.

Define and give an example of osmosis.

Explain turgor pressure and why it is important for plants.

Unit 6: Texas Science 8, Semester One Review & Assessment Summary

Now that you have had the opportunity to explore life science and earth science, reflect on what you learned, and find out what you remember.

Lesson 1: Semester One Review

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for semester exam.

Locate Semester One Lesson Objectives under Unit Resources, Reference tab.

Lesson 2: Semester One Assessment

Identify the cell as the basic unit of structure and function in all living things.

Use scientific tools (e.g., microscope) accurately and safely.

Describe energy flow in ecosystems, including the role of producers and consumers.
Explain the fundamental relationship between DNA, RNA, and proteins.

Explain the relationship between molecular movement and why water changes form (e.g., solid, liquid, gas).

Recognize that the cell contains genetic information.

Describe the three major soil types: sand, silt, and clay.

Compare and contrast plant and animal cells.

Explain the water cycle.

Define population as a group of individuals of the same species that exist together at a given place and time.

Define the weathering process, and explain that weathering produces sediments that contribute to soil formation.

Describe the major causes, processes, and consequences of erosion.

Summarize how the earth’s surface materials are constantly formed, reformed, and transformed from one type of rock into another through the processes of the rock cycle.

Identify factors that affect the salinity of ocean water.

Explain how energy is transferred in ocean waves.

Recognize that mass and distance determine the amount of gravitational force between any two objects.

Recognize that there are vast distances that separate galaxies and stars from one another.

Describe distances in space as measured in light-years.

Define a light-year as the distance light travels in one earth year.

Explain and give an example of negative feedback in a plant or animal.

Describe how species have adapted over time, including structural and behavioral adaptations.

Contrast gene pairs that are homozygous and heterozygous.

Use a Punnett Square to show the possible outcomes of various combinations of alleles from two parents.

Give examples of changes within an ecosystem, and explain why they occurred.

Identify factors that support the survival of a species in changing environments.

Unit 7: History of Life on Earth Summary

Galaxies teeming with stars. Mysterious black holes. Exploding supernovas. The far reaches of the universe are filled with wonders. Right here on our own planet, however, is perhaps the greatest wonder of all: life. Scientists currently know of no other place in the universe where life exists. This unit explores scientists’ ideas about how life originated on earth and how it has changed over its long history.

Lesson 1: Origin of Life on Earth
Describe scientific hypotheses that explain how life-forms first arose on earth.

Identify specific fossil evidence for the earliest life-forms.

Explain how the first organisms on earth contributed to change in the atmosphere.

Lesson 2: Evolution and Natural Selection

Explain the process of natural selection.

Identify specific adaptations that favor the survival of certain organisms in their environment.

Recognize that environmental changes may affect the survival of particular organisms and entire species.

Define evolution.

Describe major findings in Charles Darwin's research that led to the theory of evolution by natural selection.

Lesson 3: LAB: Natural Selection: Predator vs. Prey

Recognize that scientific explanations come from observations.

Interpret the results of a scientific investigation.

Record scientific data using charts, graphs, and written descriptions.

Lesson 4: Origin of New Species

Define biological species.

Explain the meaning of the term speciation and the phrase origin of species.

Describe the sequential stages of speciation.

Lesson 5: Development of Life

Identify the age of the earth, on the basis of current scientific theory.

Describe the development of life on earth.

Lesson 6: Your Choice

Practice skills and reinforce concepts taught in this course.

Lesson 7: Unit Review
Explain the theory of evolution through the process of natural selection.
Summarize major evidence supporting the theory of evolution.
Describe changes in scientific thinking about the development of life on earth and the origin of new species.

Lesson 8: Unit Assessment

Explain the theory of evolution through the process of natural selection.
Describe evidence supporting the theory of evolution.
Describe changes in scientific thinking about the development of life on earth and the origin of new species.
Explain the process of natural selection.

Unit 8: Matter Summary

What do you know about a melting ice cube? It is cold, hard, the water is wet, and perhaps a few other things. What scientists have learned about ice and water could fill books. The ice and water are made of very small particles, called molecules, which are made of still smaller particles, called atoms.

In this unit on Matter, you will learn about the scientific discoveries that explain the nature of the materials that make up your world. You will also learn how and why these materials change.

Lesson 1: Atoms

Explain that all matter is made up of atoms.
Describe one model structure of an atom as a nucleus made up of protons and neutrons, surrounded by electrons.
Describe how and why models of the atom have changed over time.

Lesson 2: Atomic and Mass Numbers

Define atomic number.
Compare atomic number with the atomic mass of an element.
Explain how an isotope of an element has the same number of protons but a different number of neutrons in the nucleus.
Recognize that isotopes of an element typically have many similar characteristics.

Lesson 3: Your Choice

Practice skills and reinforce concepts taught in this course.
Lesson 4: Elements and the Periodic Table

Identify elements as the basic building blocks of matter.

Describe the historical development of the periodic table, including Mendeleev's contributions, based on physical characteristics.

Explain how the arrangement of elements in the periodic table now reflects the number of protons and electrons in atoms.

Lesson 5: Design of the Periodic Table

Describe the design of the periodic table and explain how elements are grouped (e.g., families and periods).

Interpret a diagram that displays information about a specific element (e.g., symbol, atomic number, name of element, and atomic mass).

Identify areas of the periodic table that group metals, nonmetals, and inert gases.

Lesson 6: Molecules

Define a molecule as two or more atoms that share electrons in a chemical bond.

Explain that a molecule is the smallest particle of a compound with all the properties of that substance.

Describe chemical bonding as the formation of new substances through the combination of the atoms of specific elements.

Lesson 7: Properties of Matter

Differentiate physical and chemical properties of matter.

Give examples of physical properties of substances.

Give examples of chemical properties of substances.

Lesson 8: States of Matter

Identify different states of matter.

Describe how atoms and the arrangement of atoms contribute to the properties and states of matter.

Explain how molecular motion differs in solids, liquids, and gases.

Lesson 9: Physical and Chemical Changes

Differentiate physical changes from chemical changes, in terms of the molecular structure of a substance.
Recognize that chemical reactions release or absorb heat.

Distinguish examples of physical and chemical changes.

**Lesson 10: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 11: Unit Review**

Describe six properties of matter.

Explain how the motion of molecules differs in different states of matter.

Distinguish between physical changes and chemical changes.

Describe the structure of an atom of an element and its isotopes.

Describe the patterns of organization represented in the periodic table.

**Lesson 12: Unit Assessment**

Describe six properties of matter.

Explain how the motion of molecules differs in different states of matter.

Distinguish between physical changes and chemical changes.

Describe the structure of an atom of an element and its isotopes.

Describe the patterns of organization represented in the periodic table.

**Unit 9: Chemistry Summary**

How would you describe this piece of matter? Is it spherical? Cubical? What properties might it have? The atoms that make up matter give it certain properties. In this case, the atoms that make up this grain of salt give the salt its properties. In this unit, we will explore how different types of atoms combine to form different types of substances. When different atoms join, the substances formed are compounds. Compounds have different properties, depending on their atoms.

**Lesson 1: Chemical Bonding**

Explain how compounds are formed by combining two or more different elements.

Recognize that the properties of compounds differ from their constituent elements and provide examples.

Describe how the arrangement of electrons affects the formation of ionic and covalent compounds.
Lesson 2: Chemical Reactions

Explain how reactants enter into chemical reactions that result in products.
Describe how chemical reactions involve breaking and reforming bonds (either ionic or covalent).
Explain that energy is always involved in chemical reactions either as absorption or release of heat.
Recognize that chemical reactions may involve the formation of a precipitate, the generation of gas, or a change in color.

Lesson 3: Chemical Formulas

Compare ionic and covalent compounds and their molecular formulas.
Identify various compounds by their chemical formulas.
Explain and give examples of how chemical formulas can express chemical reactions.

Lesson 4: Lab: Testing and Producing Gases

Explain that reactions occur at different rates and that reaction rates can change.

Lesson 5: Rates of Chemical Reactions

Explain that chemical reactions occur at different rates.
Describe factors that influence the rate of reactions (e.g., changing the concentration of reactants, changing the surface area of solids, or using a catalyst).
Provide examples that illustrate different reaction rates.

Lesson 6: Chemical Equations

Explain "conservation of mass" in chemical reactions.
Describe a chemical reaction using a chemical equation.

Lesson 7: Your Choice

Practice skills and reinforce concepts taught in this course.

Lesson 8: Mixtures

Explain that the properties of a substance or mixture depend on the properties, motions, and interaction of its molecules.
Given a list of common substances and chemical formulas, classify matter as elements, compounds, or mixtures.

Define homogeneous mixtures and heterogeneous mixtures, and recognize examples of each.

**Lesson 9: Lab: Dissolving Metals**

Collect pertinent data from a scientific investigation to test a hypothesis or provide information.

Draw conclusions based on the results of an investigation.

Identify and compare the properties of metals and nonmetals.

Locate metals and nonmetals in the periodic table of the elements.

**Lesson 10: LAB: Heat Flow**

Compare and contrast the transfer of thermal energy through radiation, convection, or conduction.

Describe how thermal energy flows from a system of higher temperature to a system of lower temperature.

**Lesson 11: Thermal Energy**

Compare and contrast the transfer of thermal energy through radiation, convection, or conduction.

Describe how thermal energy flows from a system of higher temperature to a system of lower temperature.

Recognize that changes in the temperature of an object will affect the kinetic energy of that object.

**Lesson 12: Temperature**

Explain how the kinetic energy of atoms or molecules of different objects varies with their temperature.

Explain that changes in the position and motion of atoms in a solid, liquid, or gas are the result of temperature increase or decrease.

Describe the differences between thermal energy, kinetic energy, potential energy, and temperature.

**Lesson 13: Unit Review**

Apply knowledge and skills to demonstrate mastery of content presented in all lessons included in this unit.

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for the unit exam.

Locate Unit Nine Lesson Objectives under Unit Resources, Reference tab.

**Lesson 14: Unit Assessment**
Explain how compounds are formed by combining two or more different elements.

Describe how the arrangement of electrons affects the formation of ionic and covalent compounds.

Explain that energy is always involved in chemical reactions either as absorption or release of heat.

Explain how reactants enter into chemical reactions that result in products.

Explain and give examples of how chemical formulas can express chemical reactions.

Compare ionic and covalent compounds and their molecular formulas.

Explain that energy is always involved in chemical reactions either as absorption or release of heat.

Describe how chemical reactions involve breaking and reforming bonds (either ionic or covalent).

Identify various compounds by their chemical formulas.

Describe factors that influence the rate of reactions.

Explain how compounds are formed by combining two or more different elements.

Recognize that the properties of compounds differ from their constituent elements, and provide examples.

Explain that chemical reactions occur at different rates.

Explain that the properties of a substance or mixture depend on the properties, motions, and interaction of its molecules.

Given a list of common substances and chemical formulas, classify matter as elements, compounds, or mixtures.

Define homogeneous mixtures and heterogeneous mixtures, and recognize examples of each.

Describe how thermal energy flows from a system of higher temperature to a system of lower temperature.

Recognize that changes in the temperature of an object will affect the kinetic energy of that object.

Explain how the kinetic energy of atoms or molecules of different objects varies with their temperature.

Explain that changes in the position and motion of atoms in a solid, liquid, or gas are the result of temperature increase or decrease.

Provide examples that illustrate different reaction rates.

Compare and contrast the transfer of thermal energy through radiation, convection, or conduction.

Describe the differences between thermal energy, kinetic energy, potential energy, and temperature.

Unit 10: Force and Motion Summary

Have you ever experienced the thrill of an amusement park ride? A roller coaster can move you in a straight line very fast before taking you up and over a hill and through corkscrew turns. The forces acting on your body seem to pull you out of your seat, toss you from side to side, or make you feel heavier than you really are. Those forces and the motion that goes along with forces are the focus of this unit.
Lesson 1: Force

Define force as a push or a pull that can cause an object to move, stop moving, change speed, or change direction.

Explain that a force has direction and strength (magnitude).

Interpret a diagram to describe the forces acting on a specific object and their cumulative effect.

Recognize that an object at rest, upon which balanced forces are acting, will not change its state of motion.

Identify a variety of forces such as gravity, magnetism, friction, spring, and electrical.

Lesson 2: Gravitational Force

Define gravity as a universal force that every mass exerts on every other mass.

Explain that the weight of objects varies at different locations in the universe, due to differences in gravitational force; the mass of objects remains constant.

Apply Newton's Law of Universal Gravitation to explain how gravity acts upon all objects in the universe.

Describe fundamental notions of how scientists think gravity shaped planets, stars, and solar systems.

Lesson 3: Motion

Define motion as a change in position within a certain amount of time.

Explain that motion is established with respect to a frame of reference.

Explain that the motion of an object can be described according to its position, direction, and speed.

Interpret diagrams that represent motion.

Lesson 4: LAB: Calculating Speed

Design an experiment to test a hypothesis or to gather information; state the purpose of the experiment.

Lesson 5: Speed and Velocity

Define speed as the distance an object has traveled divided by time.

Solve problems about speed.

Define velocity as the speed of an object in a certain direction.

Interpret information about speed and velocity presented in tables and graphs.
Lesson 6: Measuring Speed and Velocity

Explain that velocity in one dimension may be positive or negative while speed always has a positive value.

Solve problems about speed and velocity using graphs, drawings, and computation.

Lesson 7: Your Choice

Practice skills and reinforce concepts taught in this course.

Lesson 8: Acceleration

Define acceleration as the rate of change of velocity.

Explain that changes in velocity may be caused by changes in speed and direction.

For motion in one dimension, distinguish among positive, negative, and no acceleration.

Lesson 9: Newton's First Law of Motion

Explain Newton's First Law of Motion.

Recognize that when forces remain balanced, the velocity of an object will remain constant, and when the forces are unbalanced, the velocity of an object will change.

Describe situations that demonstrate Newton's First Law of Motion.

Lesson 10: Newton's Second Law of Motion

Explain Newton's Second Law of Motion.

Define acceleration as a change in velocity per unit of time.

Explain that the acceleration of an object depends on its mass and the total amount of force applied to it.

Solve problems using the formula $F = ma$.

Lesson 11: Newton's Third Law of Motion

Explain Newton's Third Law of Motion.

Interpret diagrams that demonstrate applications of Newton's Third Law.

Apply Newton's three laws of motion in real-world situations, such as sports activities and transportation.
Lesson 12: Lab: Precious Cargo

Apply Newton's Laws of Motion in hands-on activities.

Lesson 13: Your Choice

Practice skills and reinforce concepts taught in this course.

Lesson 14: Model Problems

Gain experience in answering model problems related to topics of the previous lessons.

Lesson 15: Unit Review

Apply knowledge and skills to demonstrate mastery of content presented in all lessons included in Unit 10.

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for the unit test.

Locate Unit 10 Lesson Objectives under Unit Resources, Reference tab.

Lesson 16: Unit Assessment

Define force as a push or a pull that can cause an object to move, stop moving, change speed, or change direction.

Explain that a force has direction and strength (magnitude).

Interpret a diagram to describe the forces acting on a specific object and their cumulative effect.

Define gravity as a universal force that every mass exerts on every other mass.

Explain that the weight of objects varies at different locations in the universe, due to differences in gravitational force; the mass of objects remains constant.

Apply Newton’s Law of Universal Gravitation to explain how gravity acts upon all objects in the universe.

Describe fundamental notions of how scientists think gravity shaped planets, stars, and solar systems.

Define motion as a change in position within a certain amount of time.

Explain that motion is established with respect to a frame of reference.

Explain that the motion of an object can be described according to its position, direction, and speed.

Interpret diagrams that represent motion.

Design an experiment to test a hypothesis or to gather information; state the purpose of the experiment.

Define speed as the distance an object has traveled divided by time.
Solve problems about speed.

Define velocity as the speed of an object in a certain direction.

Interpret information about speed and velocity presented in tables and graphs.

Explain that velocity in one dimension may be positive or negative while speed always has a positive value.

Solve problems about speed and velocity using graphs, drawings, and computation.

Define acceleration as the rate of change of velocity.

that changes in velocity may be caused by changes in speed and direction.

For motion in one dimension, distinguish among positive, negative, and no acceleration.

Explain Newton's First Law of Motion.

Recognize that when forces remain balanced, the velocity of an object will remain constant, and when the forces are unbalanced, the velocity of an object will change.

Describe situations that demonstrate Newton's First Law of Motion.

Explain Newton's Second Law of Motion.

Define acceleration as a change in velocity per unit of time.

Explain that the acceleration of an object depends on its mass and the total amount of force applied to it.

Solve problems using the formula $F = ma$.

Explain Newton's Third Law of Motion.

Interpret diagrams that demonstrate applications of Newton's Third Law.

Apply Newton's three laws of motion in real-world situations, such as sports activities and transportation.

Apply Newton's Laws of Motion in hands-on activities.

Gain experience in answering model problems related to topics of the previous lessons.

**Unit 11: Air and Waves Summary**

In this unit you will explore the atmospheric layers surrounding earth. Find out how altitude, density, pressure, and temperature interact and influence weather conditions. And, if you have ever wondered how energy is transferred in waves, you'll also learn about that in this unit.

**Lesson 1: Layers of the Atmosphere**

Identify the layers of the atmosphere.
Describe the major components that make up earth's atmosphere.

Describe the interaction of altitude, air density, air pressure, and temperature in the atmosphere.

**Lesson 2: Conduction, Convection, and Radiation**

Recognize that earth's heat energy (thermal energy) is distributed by convection, conduction, and radiation.

Explain how heat energy is transferred from warmer to cooler places (in the air, water, and on land).

**Lesson 3: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 4: Waves**

Explain that energy moves from one place to another through heat flow, waves, or moving objects.

Describe a mechanical wave as a disturbance that travels through a medium.

Define the wavelength, amplitude, and frequency of a wave.

Describe how energy can be transferred through a wave, and explain the relationship between the energy of a wave and its frequency.

**Lesson 5: Electromagnetic Waves**

Compare electromagnetic waves with mechanical waves.

Recognize that the sun's radiation consists of a wide range of wavelengths, mainly visible light and infrared and ultraviolet radiation.

Explain that human eyes respond to a narrow range of wavelengths within the electromagnetic spectrum (red through violet) called visible light.

**Lesson 6: Unit Review**

Apply knowledge and skills to demonstrate mastery of content presented in all lessons included in Unit 11.

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for unit test.

Locate Unit 11 Lesson Objectives under Unit Resources, Reference tab.

**Lesson 7: Unit Assessment**
Identify the layers of the atmosphere.

Describe the major components that make up earth’s atmosphere.

Describe the interaction of altitude, air density, air pressure, and temperature in the atmosphere.

Recognize that earth’s heat energy (thermal energy) is distributed by convection, conduction, and radiation.

Explain how heat energy is transferred from warmer to cooler places (in the air, water, and on land).

Explain that energy moves from one place to another through heat flow, waves, or moving objects.

Describe a mechanical wave as a disturbance that travels through a medium.

Define the wavelength, amplitude, and frequency of a wave.

Describe how energy can be transferred through a wave, and explain the relationship between the energy of a wave and its frequency.

Compare electromagnetic waves with mechanical waves.

Recognize that the sun’s radiation consists of a wide range of wavelengths, mainly visible light and infrared and ultraviolet radiation.

Explain that human eyes respond to a narrow range of wavelengths within the electromagnetic spectrum (red through violet) called visible light.

**Unit 12: Texas Science 8, Semester Two Review & Assessment Summary**

Now that you have had the opportunity to dig in to life science, earth science, and physical science concepts, see what you can remember.

**Lesson 1: Semester Two Review**

Apply knowledge and skills to demonstrate mastery of content presented in all lessons included in Semester Two.

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for semester assessment.

**Lesson 2: Semester Two Assessment**

Describe the interaction of altitude, air density, air pressure, and temperature in the atmosphere.

Recognize that earth’s heat energy (thermal energy) is distributed by convection, conduction, and radiation.

Explain how heat energy is transferred from warmer to cooler places (in the air, in the water, and on land).

Compare and contrast the concepts of thermal energy, heat, and temperature.

Describe the sequential stages of speciation.
Explain that the acceleration of an object depends on its mass and the total amount of force applied to it.

Define acceleration as a change in velocity per unit of time.

Define speed as the distance an object has traveled divided by time.

Define force as a push or a pull that can cause an object to move, stop moving, change speed, or change direction.

Explain that a force has direction and strength (magnitude).

Define velocity as the speed of an object in a certain direction.

Interpret diagrams that represent motion.

Compare electromagnetic waves with mechanical waves.

Define the wavelength, amplitude, and frequency of a wave.

Explain Newton's First Law of Motion.

Describe situations that demonstrate Newton's First Law of Motion.

Recognize that an object at rest, upon which balanced forces are acting, will not change its state of motion.

Describe the historical development of the periodic table, including Mendeleev's contributions, based on physical characteristics.

Differentiate physical and chemical properties of matter.

Define atomic number.

Describe how the arrangement of electrons affects the formation of ionic and covalent compounds.

Explain conservation of mass in chemical reactions.

Explain that energy is always involved in chemical reactions either as absorption or release of heat.

Explain and give examples of how chemical formulas can express chemical reactions.

Describe a chemical reaction using a chemical equation.

Explain that all matter is made up of atoms.

Describe one model structure of an atom as a nucleus made up of protons and neutrons, surrounded by electrons.

Apply Newton's Law of Universal Gravitation to explain how gravity acts upon all objects in the universe.

Define gravity as a universal force that every mass exerts on every other mass.

Explain the process of natural selection.

Describe the sequential stages of speciation.

Explain the meaning of the term speciation and the phrase origin of species.
Identify specific fossil evidence for the earliest life-forms.

Describe how atoms and the arrangement of atoms contribute to the properties and states of matter.

Explain how molecular motion differs in solids, liquids, and gases.

Describe the design of the periodic table and explain how elements are grouped.

Explain how the arrangement of elements in the periodic table now reflects the number of protons and electrons in atoms.

Unit 13: Scientific Investigation. Summary

How does an infrared telescope work? What causes sodium to explode when it's put into water? How does a space satellite orbiting Mars send information back to earth?

Just how do scientists figure out answers to all of these questions? They investigate the world around them. Scientists are never satisfied with the answer, "We'll never know." They work hard to learn all they can about our world. In this unit, you will learn how to plan, develop and conduct your own scientific investigation.

Lesson 1: Scientific Methods

Describe a scientific investigation as observational or experimental.

Pose a specific question that can be investigated with scientific experimentation.

Distinguish a scientific investigation from a demonstration.

Use the processes of scientific investigation to design and conduct experiments.

Lesson 2: Design and Set Up Your Experiment

Formulate a hypothesis based on available information.

Design an investigation to test a hypothesis and gather information.

Identify independent and dependent variables, constraints, and controls in your investigation.

State the purpose of the experiment.

Write a step-by-step procedure for the scientific investigation.

Lesson 3: Data Collection

Design a data collection table to collect estimates, measurements, and results.
Measure, record, calculate, and report results, using metric units.

Collect data during a scientific investigation.

Determine the mean and mode for a data set.

Lesson 4: Data Analysis

Determine appropriate ways to report data from an investigation.

Use graphs and charts to share experimental data.

Lesson 5: Reporting Conclusions

Draw conclusions based on the results of an investigation.

Identify possible sources of error in the experiment and in the data collected.

Identify sources of information used in scientific research.

Summarize an investigation in a written report.

Lesson 6: Your Choice

Practice skills and reinforce concepts taught in this course.

Lesson 7: Create a Display

Display scientific data using tables, charts, graphs, visuals, or written descriptions.

Lesson 8: Oral Presentation

Develop a plan for an oral presentation.

Communicate orally the background, methods, results, interpretation, and conclusions of an investigation.
Syllabus

Texas Social Studies – Grade 8

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: In this course, students undertake the first course in a two-year detailed survey of the history of the United States. Building on the award-winning series from Oxford University Press, *A History of US*, K12’s online lessons and assessments guide students through critical episodes in the story of America. Students will:

- Study the development of various Native American civilizations
- Learn about European exploration and the growth of the thirteen colonies
- Investigate in detail the causes and consequence of the American Revolution
- Examine the Constitution and the growth of the new nation
- Become familiar with Jacksonian democracy, westward expansion, and Manifest Destiny
- Study the causes and consequences of the Civil War

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting US History facts. The online content delivery and instructional activities prepare students for hands-on field or laboratory investigations.

Monitoring Student Progress: Each social studies lesson concludes with an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning
plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:
- Online lessons and assessments
- Printed student and teacher guides
- The student will need a 3-ring binder to store his/her history journal.

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1 Summary: The Earliest Americans

Early Native Americans were as different from one another as any of us are today, but they shared a common respect for nature and the land. Study the physical geography of North America and how it affected their lives. Learn how the first Americans reached this continent, and explore the rich diversity of Native American cultures before European contact.

Lesson 1: History and A History of US

Describe the format and features of the text, including its theme, structure, use of primary sources, and additional information in the margins.

Identify at least two reasons Joy Hakim gives for studying American history in A History of US, Book 1, Chapter 1.

Lesson 2: Maps and Directions

Identify characteristics and uses of maps and globes.

Explain the reason for distortion on maps and the purpose of projections.

Identify cardinal and intermediate directions.

Lesson 3: (Optional) Grids

Identify latitude, longitude, absolute location, and hemisphere.

Use longitude and latitude to determine absolute location.

Use maps and globes to locate places.

Lesson 4: North American Beginnings

Define and describe the role of an archaeologist.

Locate the Bering Sea and land bridge on a map or globe.
Describe the reason for migration to the Americas as the need to follow herds for food during the Ice Age.

Trace the migration route of the earliest Americans.

Lesson 5: Igloos and Inuit
Define the following words: Eskimo, Inuit, kayak, and igloo.
Locate the regions where Inuit live on a map.
Describe and categorize Inuit shelter, food, customs, and beliefs.

Lesson 6: Cliff Dwellers
Describe the Anasazi as cliff dwellers.
Locate the area where the cliff dwellers lived on a map.
Describe Anasazi shelter, food, customs, and beliefs.
Identify Pueblo peoples as the Anasazi’s modern descendants.
Describe the hardships of farming in a desert region.

Lesson 7: Indians of the Northwest
Locate the area where the Northwest Indians lived on a map.
Describe Northwest Indian shelter, food, beliefs, and customs, including totem poles.
Analyze photographs to gather information on Indian life in the Pacific Northwest.
Use maps and graphs to locate and describe major climate regions of the United States.

Lesson 8: Touring the Continent
Transfer written information on the geography of North America to a map.
Identify geographic reasons for diversity among Native American groups.
Recognize that there were hundreds of different Indian peoples, tribes, and languages.
Demonstrate mastery of important knowledge and skills in this unit.

Lesson 9: The Plains Indians
Identify and describe Plains Indians shelter, food, customs, beliefs, and nomadic way of life.
Describe three changes that occurred as a result of the Spanish introduction of the horse to North America.
Explain that the Plains Indians depended on the buffalo for food, clothing, shelter, and tools.
Identify different kinds of regions.
Analyze maps to gain information about regions.
Lesson 10: The Mound Builders
Locate the area where the Mound Builders live on a map.

Describe the findings of archaeologists and historians studying the Mound Builders, including evidence of trade, cities, and slavery.

Explain that mounds were built as burial sites, temple platforms, and religious symbols.

Summarize key theories on the disappearance of the Mound Builders, including disease and outside attack.

Lesson 11: The Eastern Woodland Indians
Locate on a map the area where the Eastern Woodland Indians lived.

Identify and describe the shelter, food, customs, and beliefs of the Eastern Woodland Indians.

Analyze drawings to gather information about some Eastern Woodland Indians.

Lesson 12: The Nations of the Iroquois League
Define sachem and wampum.

Identify Deganwidah and Hiawatha as historic leaders of the Iroquois and subjects of legend and myth.

Explain that the purpose of the Iroquois League was to bring independent nations together for mutual defense and common concerns.

Describe the role of women among the Iroquois as tribal leaders.

Lesson 13: Unit Review
Review major characteristics of Native American groups.

Compare and contrast Native American groups in terms of location, food, clothing, shelter, economic activity, and government.

Lesson 14: Unit Assessment
Demonstrate mastery of important knowledge and skills in this unit.

Unit 2 Summary: European Exploration
The 16th century was a time of tremendous change and excitement in much of Europe. A growing thirst for knowledge, power, and wealth led to remarkable voyages of exploration. Those voyages, in turn, led to unimaginable discoveries for Europeans and the greatest exchange of plant and animal life in history. The period begins before the tomato in Italy, the potato in Ireland, or the horse on the Great Plains. It ends with huge population growth in Europe, decimation of populations in the Americas, and the eventual forced migration of 12 million Africans.

Lesson 1: Navigating Uncharted Waters
Demonstrate understanding of the concept of a century.
Identify the Vikings as the first Europeans to make settlements in North America.

Explain the significance of new knowledge and inventions in fifteenth-century Europe, including Gutenberg's press and the compass.

Explain the reasons for European desire to go to Asia, including an interest in learning and the desire for power, wealth, and goods.

Identify Prince Henry of Portugal as a patron of exploration.

**Lesson 2: Discovering New Lands**

Define *hemisphere*, *parallel*, and *meridian*.

Identify Columbus as the first explorer to attempt to reach East Asia by sailing west from Europe.

Recognize and assess Columbus's errors in understanding the distance around the Earth and in thinking he had reached Asia.

**Lesson 3: Columbus Journeys On**

Define *primary source* and analyze a primary source to gain information.

Recognize that plants, animals, and diseases were exchanged among continents as a result of European exploration.

Explain the reason for the introduction of African slavery into the Americas as a way to fill the need for field workers.

Demonstrate knowledge gained in a previous lesson.

Identify large- and small-scale maps and use map scales to measure distances.

**Lesson 4: The Columbian Exchange**

Explain how the term *America* became associated with the New World.

List at least four plants, three animals, and one disease that were part of the Columbian Exchange.

Use maps to gain information on the Columbian Exchange.

Demonstrate knowledge gained in previous lessons.

**Lesson 5: The Spanish Conquest**

Locate Tenochtitlán on a map.

Identify Moctezuma as the leader of the Aztecs and Cortés as their Spanish conqueror.

Describe the Aztec Empire as a complex civilization.

Define Mesoamerica and identify three Mesoamerican civilizations before the Aztec conquest.

**Lesson 6: Ponce de León and Coronado**

Identify Ponce de León as a Spanish explorer of Florida.
Locate Puerto Rico, Florida, and Cuba on a map.

Identify Francisco Vasquez de Coronado as a Spanish explorer of the southwestern United States and trace his route on a map.

**Lesson 7: More Conquistadors**

Identify Hernando de Soto as a Spanish explorer of the southeastern United States and trace on a map his route of exploration.

Describe the behavior of the conquistadors toward the Native Americans.

Identify four cities in the United States that started as Spanish missions, including Santa Fe.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

**Lesson 8: The Work of Las Casas**

Define *conquistador*.

Summarize the work of Las Casas in seeking fair treatment for Native Americans.

Recognize and compare the differing viewpoints of the Spanish toward Native Americans in the sixteenth century.

Infer possible Native American attitudes toward the Spanish.

**Lesson 9: The French Explore America**

Describe the economic and religious motives for French exploration and colonization in North America.

Identify the area of North America claimed by the French and trace major exploration routes.

Locate on a map the Mississippi River, Great Lakes, St. Lawrence River, Gulf of Mexico, and the Atlantic and Pacific Oceans.

Identify major types of bodies of water.

**Lesson 10: From England to America**

Identify Elizabeth I as a queen of England who sponsored exploration.

Summarize the achievements and failures of early English attempts at settlement.

Identify the area of North America claimed by England.

Describe England's motives for exploration and colonization as a desire to gain wealth and form model societies.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

**Lesson 11: Unit Review**

Demonstrate mastery of important knowledge and skills taught in previous lessons.

**Lesson 12: Unit Assessment**
Demonstrate mastery of important knowledge and skills taught in this unit.

**Unit 3 Summary: Thirteen Colonies, Part 1**

English businessmen wanted to make money by sending settlers to Virginia to find gold. There was no gold, and disease and starvation killed most of the early settlers. But in time they did make money—by raising tobacco. A few years later, Pilgrims arrived to the north, looking for a place to practice their religion. Puritans followed, and New England grew.

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**Lesson 1: A Beginning in Virginia**

Locate the Chesapeake Bay, the James River, and Jamestown on a map.

Assess the needs of a group of settlers in a new place and list the kinds of people and equipment needed for success, including builders, doctors, and farmers.

Describe the men and boys who sailed for Jamestown as gentlemen unprepared for hard work, their motivation as their desire for gold, and the difficulties they faced such as disease, starvation, and poor location and leadership.

Explain that the Powhatans were able to live well by hunting, fishing, and farming the great resources of Virginia, while the early English settlers suffered because of poor planning and lack of skills.

**Lesson 2: John Smith and Jamestown**

Summarize the story of John Smith.

Identify adjectives to describe John Smith, and explain the reasons he was able to save the colony, including his work policy and relationship with the Indians.

Identify Pocahontas as the daughter of the chief Powhatan, and compare fictional accounts of her with historical fact.

Explain how the Jamestown colony was saved from extinction when English ships arrived after a starving time.

**Lesson 3: Tobacco and Turning Points**

Identify the role of tobacco in the economic success of Jamestown.

Explain the beginnings of slavery in Virginia as a way to fill the need for field workers and the difference between an indentured servant and a slave.

Describe the significance of the Virginia Charter in guaranteeing the rights of Englishmen to all settlers of the Jamestown colony.

Identify the House of Burgesses as the first representative assembly in the European colonies.
Lesson 4: Conflict

Explain the reasons for conflict between English settlers and Native Americans as racism and the disagreement over land use and ownership.

Identify James I as the king of England at the time Virginia was settled.

Describe the factors in England that pushed people to come to America, including poverty and a growing population.

Explain that slavery had existed in Africa long before slavery came to America but that there were major differences.

Lesson 5: Pilgrims and Promises

Describe the goals of the Separatists, or Pilgrims, including religious freedom.

Describe the Mayflower Compact as an early form of self-government in Plymouth and William Bradford as the governor.

Describe the hardships faced by the Pilgrims, including starvation and cold.

Identify Squanto as an Indian who taught the Pilgrims how to survive in their new home.

Lesson 6: (Optional) Thankful for Feasting

Explore the history and traditions of Thanksgiving.

Lesson 7: What’s a Puritan?

Define Puritan and describe the problems Puritans faced in England, including religious persecution.

Describe the Puritan settlement of Massachusetts Bay, including the colony’s charter, leadership, and religious policy.

Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.

Describe the towns in Massachusetts Bay.

Lesson 8: Waterways or Waterwheels

Analyze the geography of the eastern seaboard of the United States.

Predict economic activity based on the geography of a region.

Lesson 9: Unit Review

Review early English settlement in North America.

Lesson 10: Unit Assessment

Demonstrate mastery of important knowledge and skills in this unit.

Unit 4 Summary: Thirteen Colonies, Part 2

Geography and values both play a big part in the way people live. In the southern colonies, good soil and warm weather led to the growth of plantations. In New England, towns and industry grew near fast rivers and the coast. The middle colonies had both cities and farms. Different kinds of people lived there, many of them tolerant of other religions.
Lesson 1: Breaks with Tradition: Roger Williams
Identify Roger Williams as the founder of Rhode Island and a supporter of religious toleration and fair treatment of Native Americans.
Explain the advantages of relative location to natural harbors in the settlement of Providence.
Locate the colony of Rhode Island on a map and list its founder, his motives, and his accomplishments.

Lesson 2: Breaks with Tradition: Anne Hutchinson and Mary Dyer
Describe the roles of women in Puritan society and in Quaker society.
Explain Anne Hutchinson's break with tradition and its consequences, including her disagreement with Puritan ministers and her banishment from Massachusetts.
Describe Mary Dyer's conflicts with the Puritans and their consequences, including her conversion to the Society of Friends and her execution.
Compare and contrast the views of New England dissenters, including Hutchinson and Dyer.

Lesson 3: Visiting Salem
Explain the origins and results of the witchcraft trials in Salem.
Explain the meaning of the phrase "city upon a hill."

Lesson 4: Elsewhere in New England
Chart the founding of Connecticut and New Hampshire.
Describe the differences in European and Native American attitudes toward land ownership and land use.
Explain the origins and results of the Pequot War and King Philip's War.
Explain the reasons for the lack of Indian unity in fighting Europeans.
Demonstrate mastery of important knowledge and skills in previous lessons.

Lesson 5: The Middle Colonies
Locate the middle colonies of New York and New Jersey on a map.
Summarize the transition from New Amsterdam to New York.
Give examples of the ways in which the New Jersey colony was more democratic than many colonies.
Complete the chart for New York and New Jersey.

Lesson 6: Toleration Triumphs
Identify Lord Baltimore and the Calverts as the Catholic founders of Maryland as a haven for Catholics.
Identify William Penn as the Quaker founder of Pennsylvania and describe the difficulties he and other Quakers faced in England.
Give examples of toleration and its limits in Pennsylvania and Maryland.
Chart the founding of Pennsylvania, Delaware, and Maryland.
Demonstrate mastery of important knowledge and skills in previous lessons.

**Lesson 7: Benjamin Franklin: An American Renaissance Man**
Read and respond to a brief biography of Benjamin Franklin.
Analyze Franklin’s most important accomplishments.
Analyze the wisdom of Benjamin Franklin and apply it to today.

**Lesson 8: Colonization Heads South**
Locate on a map the southern colonies of Virginia, North Carolina, South Carolina, and Georgia.
Describe plantation life for owners, women, slaves, and small farmers.

**Lesson 9: (Optional) A Visit to Williamsburg**
Use the Internet to acquire information on Williamsburg.
Describe Williamsburg in colonial times.

**Lesson 10: Colonial Life in the South**
Identify Charleston on a map and describe the social structure there in colonial times as a mixture of aristocracy, poor whites, and slaves.
Give examples of democratic practices in North Carolina, including religious toleration.
Identify James Oglethorpe as the founder of Georgia as a haven for debtors.
Chart the founding of North Carolina, South Carolina, and Georgia.
Demonstrate mastery of important knowledge and skills taught in previous lessons.

**Lesson 11: Triangles of Trade**
Analyze a map of colonial trade and trace the major routes and products of the triangular trade.
Summarize information gained from the diary of Olaudah.
Categorize resources as renewable or nonrenewable.
Categorize resources as fossil fuels or animal, plant, or mineral resources.
Interpret maps for information about natural resources.

**Lesson 12: Unit Review**
Demonstrate mastery of important knowledge and skills taught in previous lessons.
Lesson 13: Unit Assessment

Demonstrate mastery of important knowledge and skills taught in this unit.

Unit 5 Summary: Road to Revolution

John Adams said that the real American Revolution took place in the "minds and hearts of the people." Those people began as loyal and proud citizens of the most powerful and democratic nation in the world—Great Britain. They ended by taking up arms against the king. Their journey toward independence started years before any shots were fired.

Lesson 1: (Optional) Peter's Press

Identify Peter Zenger.

Define libel.

Summarize the importance of the Peter Zenger Trial.

Analyze Franklin's "Join or Die" to gain understanding of political cartoons.

Lesson 2: The French and Indian War

Explain the causes of the French and Indian War as competition between France and England for land and power.

Identify George Washington as a soldier in the British Army during the French and Indian War.

Lesson 3: Looking West

Summarize the outcome of the French and Indian War as the end of the French presence in most of North America.

Describe the problems faced by Native Americans in the Ohio River Valley after 1763, including encroachment by white settlers.

Describe the problems the British government faced after 1763 in trying to limit westward migration.

Locate the Appalachian Mountains on a map and explain that the British did not want migration across them for reasons of economics and security.

Lesson 4: (Optional) Boone Went Over the Mountain

Analyze primary sources to gain information.

Identify Daniel Boone as an early American pioneer.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 5: The Stamp of English Rights

Explain the significance of Magna Carta and the "rights of Englishmen."

Identify George III as the king of England in the mid-eighteenth century.

Identify and describe the Stamp Act.
Lesson 6: Give Us Liberty!
Identify Sam Adams and Patrick Henry as opposition leaders.
Analyze Patrick Henry's speech.

Lesson 7: The Boston Massacre
Analyze an artist's representation of the Boston Massacre.
Identify John Adams as a Boston lawyer who defended the British soldiers after the Boston Massacre.
Identify *Quartering Act* and *redcoat*.
Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 8: The Shot Heard Round the World
Summarize the events at Lexington and Concord and explain the phrase "the shot heard round the world."

Lesson 9: Map Skills
Compare maps and tables to assess change over time.
Identify major landforms in the United States.
Define *elevation* as height above sea level.
Use landform maps and relief maps to locate physical features.

Lesson 10: The Fighting Begins
Explain the purpose of the Second Continental Congress and describe the kinds of men who attended the Second Continental Congress as mostly educated, wealthy and prominent.
Explain the reasons for choosing George Washington to command the Continental Army, including his experience and character.
Describe the battle at Breed's Hill and Bunker Hill and explain its significance as demonstrating the colonists' ability to fight.

Lesson 11: Will You Sign?
Summarize Thomas Paine's arguments for independence.
Explain how Thomas Jefferson was chosen to write the Declaration of Independence.
Recognize the Enlightenment ideas Jefferson used in the Declaration of Independence.
Demonstrate mastery of important knowledge and skills from previous lessons.

Lesson 12: Life, Liberty, and the Pursuit of Happiness
Read and analyze the Declaration of Independence to gain understanding of its meaning.

Lesson 13: Unit Review
Summarize the ideas and events leading to the American Revolution.

**Lesson 14: Unit Assessment**

Demonstrate mastery of important knowledge and skills in this unit.

**Unit 6 Summary: The American Revolution**

How did a loosely knit group of colonies defeat the most powerful military in the world? Or did they? One biography of Washington gives him the credit for making the cost of a British victory too high. How? And what social and political changes occurred as a result of the war?

**Lesson 1: John and Abigail Adams**

Recognize John Adams’s role in declaring independence as one of early and persistent support.

Explain the significance of the Declaration of Independence in unifying people for the war effort.

Describe the roles of women during the Revolution, including maintaining farms and businesses, assisting in the war effort, fighting, and being politically vocal.

**Lesson 2: Decisions**

Summarize the dilemma many blacks faced in taking sides during the Revolution.

Describe the roles of blacks on both sides of the conflict.

**Lesson 3: Best Friends**

Identify individuals who came from Europe to aid the American cause, including the Marquis de Lafayette, Baron Friedrich von Steuben, and Haym Salomon.

Use research skills to gain information on one of the people mentioned in this lesson.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

**Lesson 4: Challenges for the Continental Army**

Define *Hessian* and *mercenary*.

Identify Sir William Howe as the commander in charge of all the British forces in America.

Describe the difficulties George Washington faced as commander of the Continental Army, including a small, unstable army, lack of supplies, and need to use retreat as a way to save the army.

Analyze a painting, *Washington Crossing the Delaware*, to assess historical accuracy and bias.

Explain the significance of the battles of Trenton and Saratoga (one boosted American morale; the other was a turning point in the war).

**Lesson 5: Turning Points**
Locate the following places on a map: Saratoga, Philadelphia, Valley Forge, and Vincennes.

Identify Martha Washington as providing moral support and Nathanael Greene and George Rogers Clark as significant military leaders of the Revolution.

Describe conditions at Valley Forge and summarize the significance of the winter there.

Explain the reasons for the warfare on the frontier and the effect of the Revolution on Native Americans.

Identify George Washington as providing example, dignity and determination to his army.

Lesson 6: Sweet Surrender

Locate the following places on a map: Savannah, Charleston, Chesapeake Bay, and Yorktown.

Identify Cornwallis as the leader of the British forces and Alexander Hamilton as aide to George Washington.

Explain the role of geography and the French in Cornwallis's defeat at Yorktown.

Analyze art of the Revolution to determine the values it promotes.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 7: What Did It All Mean?

Summarize the key events and ideas of the Revolution.

Analyze the changes that the Revolution brought about.

Lesson 8: Unit Review

Make quilt squares that represent the major events, people, and ideas from the American Revolution.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 9: Unit Assessment

Demonstrate mastery of important knowledge and skills taught in this unit.

Unit 7 Summary: The Constitution

The government that came to power in 1789 was an experiment, established by the first enduring written constitution in history. Success and failure under the Articles of Confederation set the stage for a new plan of government. Hard work, compromise, and the genius of men like James Madison and Alexander Hamilton made the Constitution a reality.

Lesson 1: Confederation and Constitutions

Explain the need for and significance of state constitutions during the Revolution.

Define separation of powers as the division of political power among branches of government.

Identify traditional English freedoms, such as trial by jury, guaranteed in state constitutions' bills of rights, and identify freedom of religion as a new freedom in state constitutions.
Identify the Articles of Confederation as the first government of the United States and describe its weaknesses, including the lack of an executive and of taxing power.

**Lesson 2: The Northwest Ordinance**
- Review a map of the new nation and identify the western lands under dispute.
- Summarize the reasons for and major provisions of the Northwest Ordinance.
- Explain the importance of the Northwest Ordinance in terms of future territories and the precedents it set for education and slavery.

**Lesson 3: Thomas Jefferson: A Man for All Time**
- Describe Thomas Jefferson as accomplished in philosophy, government, arts, and sciences.
- Use the Internet to gain information about Thomas Jefferson.
- Demonstrate knowledge gained in previous lessons.

**Lesson 4: James Madison and a Philadelphia Summer**
- Summarize the background and talent James Madison brought to the Constitutional Convention, including scholarship and willingness to work hard.
- Explain that the reason for calling the convention in Philadelphia was the need to revise the Articles of Confederation or write a new Constitution.
- Recognize the arguments for and against keeping the convention debates a secret.
- Identify James Madison as the man given the title "Father of the Constitution."

**Lesson 5: An Important Compromise**
- Summarize the issues on which the delegates to the Constitutional Convention were divided, including representation and slavery.
- Explain the Virginia Plan and the New Jersey Plan in terms of representation.
- Identify Roger Sherman as the delegate who proposed the compromise we use today.
- Analyze a political cartoon to gain information on the positions taken at the convention.

**Lesson 6: We the People**
- State the six purposes of the Constitution found in the Preamble.
- Distinguish between the Declaration of Independence and the Constitution.
- Recognize the importance of compromise in writing the Constitution.
- Give concrete examples of the Preamble in practice today.

**Lesson 7: Ratification!**
List the major supporters and opponents of ratification in 1787.

Summarize the arguments for and against the ratification of the Constitution.

Recognize the difficulties faced by delegates to the Constitutional Convention.

Lesson 8: Mason Makes His Mark
Use the Internet to gain information on George Mason.
Evaluate Mason’s contributions to the United States as the chief supporter of the Bill of Rights.
Demonstrate knowledge gained in previous lessons.

Lesson 9: The Constitution: Branches and Balances
Identify the Constitution as the supreme law of the land.

Identify the three branches of government and summarize the role of each branch, including the concept of checks and balances.
Define *amendment* and explain the purpose of amendments.

Analyze the Constitution to gain familiarity with its structure.

Lesson 11: The Bill of Rights
Identify the major rights guaranteed by the Bill of Rights.
Discuss the responsibilities of citizens in maintaining democracy.
Demonstrate knowledge gained in previous lessons.

Lesson 12: Unit Review
Review important knowledge and skills taught in this unit.

Lesson 13: Unit Assessment
Demonstrate mastery of important knowledge and skills in this unit.

Unit 8 Summary: A New Nation
The early years of the Constitution were a time of learning and growth. Washington set an example presidents follow even today. Jefferson doubled the size of the nation with the Louisiana Purchase and sent men to explore it. The War of 1812 proved the United States was a real nation. None of this was easy, and there were mistakes and arguments along the way.

Lesson 1: The Father of His Country and Ours
Define *precedent*. 
Recognize the significance of George Washington's unanimous election in terms of its uniqueness and what it indicates about the respect he had gained.

Summarize the challenges Washington faced, including debt and lack of precedent.

Identify the advisors Washington chose, including Jefferson and Hamilton.

**Lesson 2: The Well Resorted Tavern**

Identify the precedents set by George Washington, including the cabinet, civilian attire, and dignity in office, and assess their importance for future presidents.

Use the Internet to gain information about George Washington.

**Lesson 3: Parties and Change**

Define *faction, conservative, liberal, Federalist, and Democratic-Republican.*

Compare and contrast the views of Hamilton and Jefferson on the power of government, the power of the people, and the economy of the nation.

Demonstrate knowledge gained in previous lessons.

**Lesson 4: Capital Ideas**

Explain how Washington, D.C., became the nation's capital.

Identify Benjamin Banneker as the surveyor of the nation's capital.

Recognize major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson Memorials.

**Lesson 5: Adams Takes the Helm**

Identify John Adams as the second president.

Describe the strengths and weaknesses of John Adams as president.

Summarize the difficulties Adams faced as president, including the possibility of war and loss of popularity.

**Lesson 6: Who Will Decide?**

Explain the constitutional conflict over the Alien and Sedition Acts, including the concept of constitutionality.

Analyze a document and describe Jefferson's view of freedom of the press.

Assess the possible outcome of the Virginia and Kentucky Resolves as the end of the Union.

Explain the role of John Marshall as the chief justice who established the role of the Supreme Court in judicial review.

**Lesson 7: The Louisiana Purchase and More**

Identify Thomas Jefferson as the third president.
Recognize the significance of the Louisiana Purchase as doubling the size of the country.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 8: An Expedition
Identify Lewis and Clark as leaders of the expedition that explored the Louisiana Territory.

Identify major physical features of the Louisiana Territory such as the Mississippi and Missouri Rivers and the Rocky Mountains.

Identify the states created from the Louisiana Territory.

Lesson 9: Another War!
Identify war hawks as congressmen who supported war with England and James Madison as president during the War of 1812.

Describe three reasons for the War of 1812 and identify the sections of the country that supported or opposed the war.

Summarize the major events of the War of 1812, including the attacks on Washington, D.C., and Baltimore, and the role Dolley Madison played in saving national treasures.

Lesson 10: By the Dawn's Early Light
Describe the significance of the War of 1812.

Demonstrate understanding of the meaning of the words of the national anthem.

Lesson 11: The Monroe Doctrine
Explain the phrases "last of the Revolutionary farmers" and "era of good feelings."

Identify the boundary changes that occurred between 1812 and 1821, including the purchase of Florida and the addition of seven states.

Summarize the major message of the Monroe Doctrine as the closing of the Americas to European colonization.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 12: The First Six Presidents
Demonstrate an understanding of time and sequence as they apply to the first six U.S. presidents.

Lesson 13: Unit Review
Prepare for the assessment by reviewing content and skills presented in this unit.

Lesson 14: Unit Assessment
Demonstrate mastery of important knowledge and skills taught in this unit.

Lesson 15: Semester Review
Prepare for the assessment by reviewing content and skills presented in this semester.

Lesson 16: Semester Assessment
Demonstrate mastery of important knowledge and skills taught in the first semester.

Unit 9 Summary: A New Age and New Industries
Andrew Jackson’s election in 1828 reflected change in the United States. Democracy was expanding. A revolution in transportation and industry transformed the way people lived, worked, and traveled. Cities grew. Progress seemed more important than politics. But not everyone gained a political voice, and there were problems in the factories, mines, and cities.

Lesson 1: Andrew Jackson: An Uncommon Man
Identify Andrew Jackson as the first common man elected president.
Explain the significance of Jackson’s election as an example of expansion in the political process.
Describe the ways in which Jackson represented new ideas and people who had not had political power before, including those with little wealth and those in the West.
Identify groups who did not have political power in 1828, including blacks and women.

Lesson 2: Forgotten Figures?
Identify the eight presidents between 1832 and 1860.
Explain possible reasons for some presidents being famous and others not at all well known.
Demonstrate knowledge gained in previous lessons.

Lesson 3: Revolutionary Inventions
Define industrial revolution and factory system.
Identify industrial innovators such as Eli Whitney, Francis Lowell, and Samuel Slater, and their accomplishments.
Explain why the changes in industry are called a revolution.

Lesson 4: Transportation and Travel
Describe transportation before 1800 and explain the need for change.
Identify four modern innovations in transportation in the early 1800s, including canals, railroads, steamboats, and improved roads.
Summarize the impact of canals and roads on life and the economy.

Lesson 5: Steaming
Identify Robert Fulton as a developer of the steamboat.
Describe the advantages and disadvantages of steam power in boats and trains.
Describe the advantages of railroads over canals, steamboats, and roads.

Demonstrate mastery of important knowledge and skills in previous lessons.

Lesson 6: Cities Grow All Around
List at least two examples of the positive and negative characteristics of cities in the early to mid-1800s.
Locate the cities of New York, Philadelphia, New Orleans, and Boston on a map.
Discuss the geographic reasons for the growth of cities on rivers.
Use population density maps to compare populations over time.
Define urban, suburban, and rural.

Lesson 7: (Optional) City Mouse or Country Mouse?
Explore the positive and negative aspects of country and city life.

Lesson 8: Mills and Mines
Describe some of the problems of workers in the mines and mills of the nineteenth century, such as low pay and dangerous conditions.
Demonstrate mastery of important knowledge and skills in previous lessons.
Explain the geographic reasons for growth of Pittsburgh and Wheeling as mill towns.
Explain why so many women and children worked in mills and mines.

Lesson 9: Unit Review
Review important knowledge and skills taught in this unit.

Lesson 10: Unit Assessment
Demonstrate mastery of important knowledge and skills presented in this unit.

Unit 10 Summary: Americans Take New Land
Most Americans believed it was God’s plan that the United States extend from sea to shining sea. Americans spilled westward and immigrants flooded into the country. New territory was added; Native Americans lost their land and way of life. But the people who searched for a better life left a legacy of determination that still inspires today.

Lesson 1: Write On, Sequoyah!
Describe the ways in which the Cherokee Nation attempted to keep its land, including assimilation, warfare, and legal action.
Identify Sequoyah as the Cherokee who invented a written form of the Cherokee language.
Describe the Indian Removal Act and the economic reasons for it.
Locate on a map eastern Indian lands and the land the Indians were moved to.

Lesson 2: Trails of Tears
- Define Trail of Tears.
- Describe the significance of *Worcester v. Georgia* and explain why this Supreme Court ruling was not enforced.
- Analyze the sculpture "End of the Trail."
- Demonstrate mastery of knowledge gained in previous lessons.

Lesson 3: Movement and Migration
- Recognize the way by which the United States gained control of New Mexico.
- Explain why the Santa Fe Trail fell out of use.
- Describe the "push" and "pull" factors that caused people to leave their home countries and migrate to the United States, including social, political, and economic problems at home and opportunities in the United States.
- Recognize the major ethnic groups that came to the United States.

Lesson 4: Westward Ho!
- Define *prairie schooner*, *pioneer*, and *wagon train*.
- Identify the reasons why people chose to go west, including the opportunity to start a new life and to acquire land.
- Analyze photographs and written documents to describe the journey west and its difficulties, including disease, lack of water, and fear of attack.

Lesson 5: Shakers and Movers
- Identify Joseph Smith, Brigham Young, and the Mormons.
- Explain why the Mormons migrated to the West.
- Demonstrate mastery of important knowledge and skills taught in previous lessons.
- Use maps to gain familiarity with transportation and migration routes.

Lesson 6: Don't Forget to Write
- Demonstrate understanding of the pioneer experience, including motivation and experience.

Lesson 7: Manifest Destinies
- Define *Manifest Destiny*.
- Describe the population of California in 1840 as Native Americans, Spanish-speaking settlers, missionaries, and rancheros.
- Explain that President Polk and other Americans were motivated by the idea of Manifest Destiny and wanted to gain control of California and its fertile farmlands and excellent harbors.
Lesson 8: Remember More Than the Alamo

Identify Stephen Austin as the leader of American settlers in Texas, Santa Anna as the Mexican dictator, and Sam Houston as the first president of the Republic of Texas.

Explain the causes of the conflicts between Mexicans and Anglo settlers, including the settlers’ violations of settlement agreements and Santa Anna’s violation of the Mexican Constitution.

Explain how Texas became an independent country and then a state in the United States.

Lesson 9: More and More States

Describe the expansion of the United States from the 1780’s to the present.

Practice identifying the fifty states and their capitals.

Lesson 10: The Mexican War

Describe the causes of the Mexican War, including border disputes and manifest destiny.

Describe the controversy over the war and list significant Americans who opposed the war, including Henry David Thoreau and Abraham Lincoln.

Identify on a map the territory the United States gained as a result of the war.

Demonstrate knowledge gained in previous lessons.

Lesson 11: Rushing for Gold

Define Gold Rush, forty-niner, Pony Express, and telegraph.

Explain why people wanted to go to California after 1848 and how they could get there and communicate.

Recognize the law of supply and demand in effect in California in terms of merchants such as Levi Strauss.

Describe the results of immigration to California, including statehood and the rise of nativism.

Lesson 12: Unit Review

Review antebellum westward expansion.

Assess the causes and results of westward expansion in the United States from 1800 to 1860.

Review important knowledge and skills taught in this unit.

Lesson 13: Unit Assessment

Demonstrate mastery of important knowledge and skills presented in this unit.

Unit 11 Summary: Reform and Reflection

Between 1800 and 1850, the United States developed an identity all its own. Artists and writers no longer copied European styles and themes. They painted and wrote in American ways about the American people, their land, and their ideas. At the same time, religious revivals and the confidence gained in the War of 1812 encouraged social and educational reform.
Lesson 1: Educating a Nation
Give examples of early nineteenth-century education reforms, including public schools, women's colleges, and new books, and the reasons for these reforms, including the need for educated voters.

Describe the second Great Awakening and its influence on reform movements.

Lesson 2: A Woman's World
Identify Sarah and Angelina Grimké as abolitionists and Elizabeth Blackwell as the first woman to attend medical school in the United States.

Describe women's lives in the United States in the 1800s.

Lesson 3: Achieving Their Potential
Describe the accomplishments and reform goals of two of the following: Elizabeth Cady Stanton, Lucretia Mott, Dorothea Dix, Julia Ward Howe, Amelia Bloomer, Susan B. Anthony, and Sojourner Truth.

Define abolition and Seneca Falls Declaration.

Demonstrate knowledge gained in previous lessons.

Lesson 4: Writing in America
Describe the Puritan values that influenced people in the 1800s.

Identify at least two of the following American writers of the early nineteenth century and their contributions to American literature: Emerson, Cooper, Thoreau, Alcott, and Longfellow.

Use the Internet to gain information on one writer.

Lesson 5: Words and Actions
Identify Henry David Thoreau as the author of Civil Disobedience, and Mohandas Gandhi and Martin Luther King, Jr., as political leaders influenced by this work.

Define civil disobedience.

Use the Internet to gain further understanding of Thoreau's philosophy and life.

Lesson 6: (Optional) Write Every Time
Identify at least three of the following American writers of the mid-1800s and their contributions to American literature: Melville, Poe, Irving, Whitman, Emerson.

Write a paragraph expressing a reaction to the work of an American author.

Lesson 7: Art in America
Identify Audubon and Catlin as two prominent American artists of the early and mid-1800s.

Identify at least one of the following as an American artist of the early and mid-1800s: Copley, C. W. Peale, Stuart, and Bingham.
Describe the contributions of the artists of the early and mid-1800s to American culture.

Describe how selected works of American art from 1800 to 1850 express the American experience.

Lesson 8: (Optional) Made in America
Identify major elements in the development of American culture in the first half of the nineteenth century, including achievements in reform, literature, and art.

Explain ways in which the nation expressed its character during the first half of the nineteenth century.

Lesson 9: Unit Review
Review the goals, achievements and difficulties of major reform movements before 1860.
Identify individuals who helped expand the ideals of democracy.
Review examples of nationalism in American literature and art of the early 19th century.

Lesson 10: Unit Assessment
Demonstrate mastery of important knowledge and skills in this unit.

Unit 12 Summary: Slavery and Sectionalism
Four million people were held as slaves in a country built on the principle that “all men are created equal.” And the number of slaves kept increasing as cotton became more and more important. Many people spoke out against the atrocities of slavery but no one seemed to know a way to make it end.

Lesson 1: Slavery in a Free Country
Define paradox and explain why slavery was a paradox in the United States, even though slavery had existed for thousands of years in some parts of the world.

Describe the colonization movement and explain that most blacks did not want to migrate to Africa because they were Americans.

Give examples of the rights denied to blacks, including personal freedom and political rights.

Discuss ways in which individuals experienced slavery and fought slavery, and your reactions to them.

Lesson 2: Can a Compromise Work?
Explain with examples the terms New South and Old South and the role of the cotton gin in transforming them.

Identify the Missouri Compromise as the 1820 law that maintained the political balance in the Senate and forbade slavery in most of the Louisiana Purchase territory.

Give examples of the growing differences between North and South after 1820, including changes in population, economy, and political power.

Identify William Lloyd Garrison as an abolitionist leader.

Lesson 3: Frederick Douglass: A Voice Against Slavery
Summarize the major hardships the young Frederick Douglass faced and the causes she worked for including abolition, voting rights for blacks and women, fair treatment for Chinese and Indians, and education.

Use the Internet to gain information on Frederick Douglass.

Lesson 4: Clay, Calhoun, and Webster Speak Out
Identify Henry Clay, John C. Calhoun, and Daniel Webster as representatives of different parts of the country and identify the sections of the country they represented.
Recognize the position of each of the three men on slavery and on the Union.
Define *sectionalism, tariff, orator,* and *states' rights.*

Lesson 5: Unit Review
Summarize the ideas and events of slavery and sectionalism.

Lesson 6: Unit Assessment
Demonstrate mastery of important knowledge and skills in this unit.

Lesson 7: (Optional) A Look Back: 1820-1860
Analyze an essay question to prepare an answer.
Brainstorm previous knowledge.

Lesson 8: (Optional) Organizing Information
Review information related to an essay question.
Organize information by category and question analysis.

Lesson 9: (Optional) Analyzing Sources I
Read from primary and secondary sources.
Determine necessary information related to an essay question.
Organize information by category.

Lesson 10: (Optional) Analyzing Sources II
Read from primary and secondary sources.
Determine necessary information related to an essay question.
Organize information by category.

Lesson 11: (Optional) Developing an Answer
Develop a thesis statement.
Develop an outline of information.

Lesson 12: (Optional) Writing an Essay
Write a document-based essay.

Lesson 13: (Optional) Finalizing the Essay
Write a thesis statement that answers the essay question.
Write an essay that contains the topics listed in the essay question.
Write an essay that contains at least two supporting facts about acquiring and settling new land that can be verified in the unit Big Pictures, lesson text, or primary sources.
Write an essay that contains at least two supporting facts about social reforms that can be verified in the unit Big Pictures, lesson text, or primary sources.
Write an essay that contains at least two supporting facts about changes in transportation and technology that can be verified in the unit Big Pictures, lesson text, or primary sources.
Write an essay that contains a concluding paragraph that summarizes the major ideas in the essay and restates the thesis statement.
Write an essay with fewer than three spelling mistakes.
Write an essay with fewer than three grammatical mistakes.
Write an essay with fewer than three punctuation mistakes.
Write an essay in which all paragraphs and sentences relate to the subject of the essay.

Unit 13 Summary: The Road to Civil War
The Civil War did not just happen. Questions left unanswered by the American Revolution and the U.S. Constitution came to a head over a period of years, finally resulting in war.

Lesson 1: Another Compromise
Define *nullify* and *secession*.
Recognize that there was diversity of opinion on the issue of slavery and secession in 1850.
Summarize the goals of the Missouri Compromise (Compromise of 1820) and the Compromise of 1850.
Explain why antislavery people such as Daniel Webster were willing to compromise on the issue of slavery.

Lesson 2: Where Is Justice?
Explain the argument and decision in the Dred Scott case.
Lesson 3: Not Really a Railroad Underground
Describe the Underground Railroad.
Describe the risks some people took to escape slavery or help others do so.
Demonstrate knowledge from prior lessons.

Lesson 4: (Optional) Is It Ever Okay?
Identify Harriett Tubman as an escaped slave and conductor on the Underground Railroad.
Identify the reasons, justifications, and consequences of breaking unjust laws.
Demonstrate knowledge from prior lessons.

Lesson 5: Against Slavery: Harriet Beecher Stowe
Summarize the way in which Harriett Beecher Stowe worked to end slavery.
Analyze a primary source to gain understanding of Stowe's impact.

Lesson 6: Against Slavery: John Brown
Summarize the way in which John Brown worked to end slavery and evaluate the effectiveness of her methods.
Analyze the quote from Lincoln, "Old John Brown has been executed for treason against a State. We cannot object, even though she agreed with us in thinking slavery wrong. That cannot excuse violence, bloodshed, and treason."
Compare and contrast the goals and actions of Harriet Beecher Stowe and John Brown.

Lesson 7: Abraham Lincoln: Larger Than Life
Describe the pre-presidency life and character of Abraham Lincoln, including her frontier youth, love of learning, and ability to see the moral issues in political questions.

Lesson 8: Unit Review
Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 9: Unit Assessment
Demonstrate mastery of important knowledge and skills in this unit.

Unit 14 Summary: The Civil War

The Civil War answered questions the Founders couldn't or wouldn't answer. Which has greater power, the states or the central government? Can a state nullify a federal law? Who is a citizen? Can slavery exist in a country born with the Declaration of Independence? These are some of the issues you will explore in this unit.

Lesson 1: An Uncivil War
Define civil war, Yankees, and border state.
Identify the basic principles that separated North and South in 1861, including differing views on slavery and the right to leave the Union.

Summarize the challenges that Lincoln faced, including the importance of border states and the dilemma of the slavery issue.

Identify Richmond as the capital of the Confederacy and Jefferson Davis as its president.

List the advantages of the North (more people, industry, and food) and of the South (skilled fighters, outdoorsmen, Southerners' belief that they were fighting for their land) as the war began.

Lesson 2: It Begins

Locate on a map the states that seceded and the border states.

Summarize the attitude of most soldiers as believing the war would be quick and glorious and the reasons they were incorrect, including new weapons and lack of experience.

Identify on a map and explain the significance of Fort Sumter as initiating the war.

Identify on a map and explain the significance of the first battle at Bull Run (Manassas) as changing attitudes about war in both the North and the South.

Lesson 3: North Versus South

Compare and contrast life in the North and the South in 1861, including Northern urbanization versus Southern pastoral life, and different social structures.

Describe Civil War soldiers and give some reasons so many died, including the use of new weapons and old tactics.

Explain how the Civil War differed from earlier wars.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 4: Generals North and South

Describe the Anaconda Plan as the strategy for Union victory.

Identify Ulysses S. Grant as the general who led the Union to victory by outlasting the enemy and winning many battles.

Identify Robert E. Lee as the leader of Confederate forces and recognize that she chose to leave the Union out of loyalty to her state.

Lesson 5: The War Moves Out to Sea

Describe the innovation of the ironclad ship and its importance in warfare.

Identify Farragut as the Southerner who commanded Union ships to capture the Mississippi River.

Identify ironclad ships—including the Monitor (Union) and the Merrimack, or Virginia (Confederate)—as one of the reasons the Civil War is considered a modern war.

Demonstrate mastery of important knowledge and skills learned in previous lessons.

Lesson 6: (Optional) Through the Eyes of Mathew Brady
Identify Mathew Brady as the major photographer of the Civil War.

Recognize the impact of photography on the public’s perception of the war.

Analyze Brady photos online to gain understanding of the Civil War.

Lesson 7: Proclaiming Emancipation

Locate Antietam on a map.

Explain the significance of the Battle of Antietam in terms of lives lost, the firing of McClellan, and psychological impact.

Evaluate the Emancipation Proclamation in terms of freeing slaves and its impact on the goals of the war.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 8: Fighting More Than a War

Explain the reasons for the refusal to allow blacks in the Union army at the start of the war.

Summarize the story of the 54th Massachusetts Regiment and its role in changing Northern attitudes.

Lesson 9: Gettysburg

Define the term total war and explain its purpose.

Describe Lee’s reasons for moving into the North.

Identify the major reason for the high casualties at Gettysburg as the use of traditional tactics in a day of more modern weapons.

Lesson 10: Turning Points and Words

Identify the battle at Gettysburg as the turning point of the war in the east and Vicksburg as the turning point in the west.

Label Gettysburg and Vicksburg on a map and explain Vicksburg’s strategic importance.

Analyze the Gettysburg Address to gain understanding of its meaning.

Demonstrate mastery of important knowledge and skills taught in previous lessons.

Lesson 11: Almost Over

Describe the Union strategy late in the war as an attempt to end the war as quickly as possible by trapping Lee’s army.

Identify Sherman as the general who captured Atlanta and used total warfare in Georgia and the Carolinas.

Explain why Lincoln was able to win a second term in office.

Lesson 12: Hope and Sorrow

Describe the change in Lincoln’s views on slavery between his first and second elections.

Summarize Lincoln’s view of Reconstruction as one of generosity and kindness to North and South.
Summarize the surrender at Appomattox Courthouse and explain why it is considered "generous."

**Lesson 13: Unit Review**
Demonstrate mastery of important knowledge and skills taught in previous lessons.

**Lesson 14: Unit Assessment**
Demonstrate mastery of important knowledge and skills in this unit.

**Unit 15 Summary: Reconstruction**

The Civil War answered huge questions: Would the states or the central government have more power? Could the country remain half slave, half free? Would Jefferson's or Hamilton's vision for the country prevail? Once those questions were answered, Reconstruction began.

**Lesson 1: Tragedy**
Define Reconstruction, assassin.

Describe Lincoln’s assassination and identify John Wilkes Booth as the assassin.

Assess the impact of Lincoln's death on the North, the South, and Reconstruction.

**Lesson 2: Now What?**
List and categorize the major challenges the nation faced at the end of the Civil War.

**Lesson 3: High Hopes**
Analyze an image to gain understanding of Lincoln’s hopes for the nation.

**Lesson 4: Guarantees**
Recognize the purposes of the 13th, 14th, and 15th Amendments.

Identify ways in which Reconstruction attempted to solve the problems and the obstacles it faced.

**Lesson 5: Write About It**
Write a thesis statement that answers the essay question.

Write an essay that contains the topics listed in the essay question.

Write an essay that contains a concluding paragraph that summarizes the major ideas in the essay and restates the thesis statement.

Write an essay with fewer than three spelling mistakes.

Write an essay with fewer than three grammatical mistakes.

Write an essay with fewer than three punctuation mistakes.
Write an essay in which all paragraphs and sentences relate to the subject of the essay.

Write an essay that contains at least two supporting facts about problems that the U.S. faced after the Civil War that can be verified in lesson text or primary sources.

Write an essay that contains at least two supporting facts about how the nation tried to solve the problems faced after the Civil War that can be verified in lesson text or primary sources.

Write an essay that contains at least two supporting facts about obstacles to solving the problems that the U.S. faced after the Civil War that can be verified in lesson text or primary sources.

**Lesson 6: (Optional) End-of-Year Review: Units 1-4**
Demonstrate mastery of important knowledge and skills taught in the first semester.

**Lesson 7: (Optional) End-of-Year Review: Units 5-8**
Demonstrate mastery of important knowledge and skills taught in the first semester.

**Lesson 8: (Optional) End-of-Year Review: Units 9-12**
Demonstrate mastery of important knowledge and skills taught in the second semester.

**Lesson 9: (Optional) End-of-Year Review: Units 13-15**
Demonstrate mastery of important knowledge and skills taught in the second semester.

**Lesson 10: End-of-Year Assessment**
Demonstrate mastery of important knowledge and skills taught this year.
Syllabus

Texas Health – Grade 8

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: In the Grade 8 Health program, students focus on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting science facts.

Monitoring Student Progress: Each health lesson concludes with an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, demonstrations, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.
Required Instructional Materials:

Materials K¹² provides:
- scissors
- graph paper
- Health Notebook
- *Glencoe Teen Health*

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Unit and Lesson Detail:

**Unit 1 Summary: Learning About Your Health**
All aspects of your life play a role in your health. Healthy choices and responsible behavior are key to an overall sense of well-being.

**Lesson 1: What is Health?**
- Learn what it means to be a healthy person.
- Discover how to balance your physical, emotional, and social health.
- Understand the relationship between health and wellness.
- Learn how environment and heredity can influence your health.
- Discover other factors that can affect your health.

**Lesson 2: Health Risks and Your Behavior**
- Understand risk behavior.
- Learn what cumulative risk behavior is.
- Learn to avoid unhealthy risk behaviors.

**Lesson 3: Unit Review**
- Review topics from previous lessons.

**Lesson 4: Unit Assessment**
- Demonstrate mastery of the skills and knowledge in this unit.
- Learn what it means to be healthy.
- Discover how to balance your physical, emotional, and social health.
- Understand the relationship between health and wellness.
Learn how environment and heredity can influence your health.

Discover other factors that can affect your health.

Understand risk behavior.

Learn what cumulative risk behavior is.

Learn to avoid unhealthy risk behaviors.

**Unit 2 Summary: Taking Responsibility for Your Health**

Take responsibility for your own health by developing health skills, making responsible decisions and learning to set goals.

**Lesson 1: Building Health Skills**

Discover the importance of health skills.

Learn skills that will help you improve your knowledge of health topics and behavior.

Learn skills to maintain your own health and safety.

Learn skills that can help you communicate with others.

**Lesson 2: Making Responsible Decisions**

Learn how your decisions affect your health and the health of others.

Understand how values play a role in your decisions.

Learn about the decision-making process.

**Lesson 3: Setting Personal Health Goals**

Learn how setting goals can benefit you.

Learn about types of goals.

Find out how to create a plan to reach your goals.

**Lesson 4: Your Character In Action**

Learn the essentials of good character.

Discover what you can do to develop good character.

**Lesson 5: Unit Review**

Review topics from previous lessons.

**Lesson 6: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.
Learn skills that will help you improve your knowledge of health topics and behavior.

Learn skills to maintain your own health and safety.

Learn skills that can help you communicate with others.

Understand how values play a role in your decisions.

Learn about the decision-making process.

Find out how to create a plan to reach your goals.

Learn how setting goals can benefit you.

Learn about types of goals.

Discover what you can do to develop good character.

Learn the essentials of good character.

Understand how to make responsible decisions.

**Unit 3 Summary: Physical Activity and Fitness**

Physical activity can greatly benefit your health. Let’s explore some of the systems in your body that benefit most from staying fit, and then learn how to develop your own plan for a healthy fitness regimen.

**Lesson 1: Physical Activity and Health**

Discover how you can benefit from physical activity.

Learn how to increase your flexibility, strength and endurance.

**Lesson 2: The Skeletal and Muscular Systems**

Learn how the skeletal and muscular systems function.

Explore how muscles and bones work together.

Learn how to protect your muscles and bones.

**Lesson 3: The Circulatory System**

Learn how the circulatory system functions.

Discover how blood circulates through your body.

Learn how to maintain a healthy circulatory system.

**Lesson 4: Developing a Personal Fitness Program**

Learn the elements of a fitness program.
Learn how to plan a workout.
Discover your target heart range.
Learn to measure success in achieving your fitness goals.

**Lesson 5: Sports and Physical Wellness**
Explore the advantages of team and individual sports.
Learn how you can avoid a sports injury.
Discover how eating habits affect your performance level.
Understand the negative effects of taking performance-enhancing drugs.

**Lesson 6: Unit Review**
Review topics from previous lessons.

**Lesson 7: Unit Assessment**
Learn how to increase your flexibility, strength and endurance.
Discover how you can benefit from physical activity.
Explore how muscles and bones work together.
Learn how the skeletal and muscular systems function.
Learn how to protect your muscles and bones.
Discover how blood circulates through your body.
Learn how the circulatory system functions.
Learn how to maintain a healthy circulatory system.
Learn the elements of a fitness program.
Learn how to plan a workout.
Discover your target heart range.
Learn to measure success in achieving your fitness goals.
Understand the negative effects of taking performance-enhancing drugs.
Discover how eating habits affect your performance level.
Learn how you can avoid a sports injury.
Explore the advantages of team and individual sports.

**Unit 4 Summary: Food and Nutrition**
When it comes to our bodies, food is fuel. The food you choose to eat will have a direct effect on your level of energy and good health, so learn to choose wisely.

**Lesson 1: Nutrients for Health**
- Discover the nutrients needed for a healthy body.
- Learn to identify foods that are rich in nutrients.
- Explore Nutrition Facts panels and learn how to read them.

**Lesson 2: The Food Guide Pyramid**
- Learn the factors that influence your food choices.
- Learn to use the Food Guide Pyramid.

**Lesson 3: Healthful Meals and Snacks**
- Learn how to plan meals that are nutritious.
- Discover the importance of eating breakfast.
- Learn to choose snacks that are healthy.

**Lesson 4: The Digestive and Excretory Systems**
- Discover how food is digested in your body.
- Understand how waste products are removed from your body.

**Lesson 5: Managing Your Weight**
- Determine a healthy weight for your body.
- Explore the dangers of eating disorders.
- Learn how to manage your weight in a healthy way.

**Lesson 6: Unit Review**
- Review topics from previous lessons.

**Lesson 7: Unit Assessment**
- Discover the nutrients needed for a healthy body.
- Learn to identify foods that are rich in nutrients.
- Explore Nutrition Facts panels and learn how to read them.
- Learn the factors that influence your food choices.
- Learn to use the Food Guide Pyramid.
Learn how to plan meals that are nutritious.
Discover the importance of eating breakfast.
Learn to choose snacks that are healthy.
How to plan meals that are nutritious.
Discover how food is digested in your body.
Understand how waste products are removed from your body.
Learn how to manage your weight in a healthy way.
Explore the dangers of eating disorders.
Determine a healthy weight for your body.

**Unit 5 Summary: Personal Health and Consumer Choices**

Let's explore the variety of ways to care for your personal health, including good hygiene and the choices that you make as a consumer.

**Lesson 1: Caring for Your Teeth, Skin, Hair, and Nails**
- Learn how to keep your teeth healthy.
- Learn how to clean and protect your skin.
- Learn how to care for your hair and nails.

**Lesson 2: Caring for Your Eyes and Ears**
- Discover how to keep your eyes healthy.
- Understand why some people must wear contact lenses or glasses.
- Learn how to care for your ears.

**Lesson 3: Consumer Choices and Your Health**
- Learn the definition of a consumer.
- Explore the reasons behind your buying decisions.
- Understand how to evaluate messages from the media.

**Lesson 4: Being an Informed Consumer**
- Learn the types of questions to ask before buying a product.
- Learn about comparison-shopping.
Understand the importance of reading product labels.
Learn what to do if you are dissatisfied with a product you purchased

**Lesson 5: Health Care Providers and Services**
Set goals for your health care.
Learn about the different types of health care providers and facilities.
Learn about paying for health care.

**Lesson 6: Unit Review**
Review topics from previous lessons.

**Lesson 7: Unit Assessment**
Learn how to keep your teeth healthy.
Learn how to clean and protect your skin.
Learn how to care for your hair and nails.
Discover how to keep your eyes healthy.
Understand why some people must wear contact lenses or glasses.
Learn how to care for your ears.
Learn the definition of a consumer.
Explore the reasons behind your buying decisions.
Understand how to evaluate messages from the media.
Explore the reasons behind your buying decisions.
Understand the importance of reading product labels.
Learn the types of questions to ask before buying a product.
Learn what to do if you are dissatisfied with a product you purchased.
Set goals for your health care.
Learn about the different types of health care providers and facilities.
Learn about paying for health care.

**Unit 6 Summary: Growth and Development**
The human body grows and develops throughout a lifetime. Let's explore the changes to your body during adolescence.
Lesson 1: Adolescence
Understand how the endocrine system affects growth and development.
Learn about the mental, physical and social changes that you may experience during adolescence.

Lesson 2: The Male Reproductive System
Learn how the male reproductive system functions.
Learn to identify the organs and structures of the male reproductive system.
Learn how to care for the male reproductive system.

Lesson 3: The Female Reproductive System
Learn how the female reproductive system functions.
Learn to identify the organs and structures of the female reproductive system.
Understand the menstrual cycle.
Learn how to care for the female reproductive system.

Lesson 4: Human Development
Learn about cells, the basic unit of life.
Learn about the developing organism before birth.
Understand the factors that influence healthy development before birth.

Lesson 5: Making the Most of Your Teen Years
Learn the stages of the life cycle.
Understand the meaning of adulthood.
Explore how adolescence will prepare you for life as an adult.

Lesson 6: Unit Review
Review topics from previous lessons.

Lesson 7: Unit Assessment
Demonstrate mastery of the skills and knowledge in this unit.
Understand how the endocrine system affects growth and development.
Learn about the mental, physical and social changes that you may experience during adolescence.
Learn to identify the organs and structures of the male reproductive system.
Learn how the male reproductive system functions.
Learn how the female reproductive system functions.

Learn to identify the organs and structures of the female reproductive system.

Understand the menstrual cycle.

Learn how to care for the female reproductive system.

Learn about cells, the basic unit of life.

Learn about the developing organism before birth.

Understand the factors that influence healthy development before birth.

Learn the stages of the life cycle.

**Unit 7 Summary: Mental and Emotional Health**

A person who has a positive outlook on life and the ability to bounce back from difficult situations is generally thought to be in good mental and emotional health. Let's explore other factors that shape who you are, and contribute to your state of emotional well-being.

**Lesson 1: What Is Mental and Emotional Health?**

Learn the key characteristics of good emotional and mental health.

Understand what shapes your personality

Discover the benefits of high self-esteem and a positive self-concept.

Learn to develop good emotional and mental health.

**Lesson 2: Your Emotions**

Learn to understand and recognize emotions.

Learn to express your emotions in a healthy way.

Learn how to cope with loss.

**Lesson 3: Managing Stress**

Learn what causes stress.

Understand how different people react to stress.

Learn to manage stress in a healthy way.

**Lesson 4: Mental and Emotional Problems**

Learn the different types of emotional and mental problems.

Learn to identify the warning signs of a serious emotional or mental crisis.
Discover how you can help yourself or others with mental or emotional problems.

**Lesson 5: Unit Review**  
Review topics from previous lessons.

**Lesson 6: Unit Assessment**  
Demonstrate mastery of the skills and knowledge in this unit.

- Learn the key characteristics of good emotional and mental health.
- Understand what shapes your personality.
- Discover the benefits of high self-esteem and a positive self-concept.
- Learn to develop good emotional and mental health.
- Learn to understand and recognize emotions.
- Learn to express your emotions in a healthy way.
- Learn how to cope with loss.
- Learn what causes stress.
- Understand how different people react to stress.
- Learn to manage stress in a healthy way.
- Discover how you can help yourself or others with mental or emotional problems.
- Learn the different types of emotional and mental problems.
- Learn to identify the warning signs of a serious emotional or mental crisis.

**Lesson 1: Developing Communication Skills**  
Learn how people communicate.

- Understand the difference between nonverbal and verbal communication.
- Discover how you can become an effective listener and speaker.

**Lesson 2: Understanding Family Relationships**  
Understand how your family affects your physical, emotional and social health.

- Learn to manage changes and challenges in your family.
- Discover ways to strengthen relationships in your family.

**Lesson 3: Friendships and Peer Pressure**  
Understand what it means to be a good friend.
Learn to recognize peer pressure.

Discover ways to handle negative peer pressure.

**Lesson 4: Abstinence and Refusal Skills**

Learn why it is important to avoid risky health behaviors.

Understand the benefits of abstaining from alcohol, tobacco and other types of drugs.

Learn how you might benefit by abstaining from sexual activity.

Discover how to say no to risk behaviors.

**Lesson 5: Unit Review**

Review topics from previous lessons.

**Lesson 6: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

Understand the difference between nonverbal and verbal communication.

Discover how you can become an effective listener and speaker.

Learn how people communicate.

Understand how your family affects your physical, emotional and social health.

Discover ways to strengthen relationships in your family.

Learn to manage changes and challenges in your family.

Understand what it means to be a good friend.

Learn to recognize peer pressure.

Discover ways to handle negative peer pressure.

Learn how you might benefit by abstaining from sexual activity.

Understand the benefits of abstaining from alcohol, tobacco and other types of drugs.

Discover how to say no to risk behaviors.

Learn why it is important to avoid risky health behaviors.

**Unit 9 Summary: Resolving Conflicts and Preventing Violence**

Even friends who have similar interests and beliefs experience conflict from time to time. Sometimes conflict can grow into an argument, and even violence. Let's explore common causes of conflict and ways to resolve them peacefully.
Lesson 1: Conflicts at Home and at School
Learn to identify conflicts.
Understand how conflict builds.
Discover how you can avoid conflict.
Learn to resolve conflict without violence.
Learn the key points of conflict resolution.
Understand the advantages of mediation in conflict resolution.

Lesson 2: Preventing Violence
Learn how violence effects teens in our society.
Learn the causes of violence.
Learn strategies to avoid becoming a victim of violence.
Learn the plan being used in your school and community to keep you safe.

Lesson 3: Dealing with Abuse and Finding Help
Learn to identify abuse and understand some of the reasons why it happens.
Learn the signs of abuse, its causes and effects.
Discover how to prevent and stop abuse.

Lesson 4: Unit Review
Review topics from previous lessons.

Lesson 5: Unit Assessment
Demonstrate mastery of the skills and knowledge in this unit.
Learn to identify conflicts.
Discover how you can avoid conflict.
Understand how conflict builds.
Learn the key points of conflict resolution.
Understand the advantages of mediation in conflict resolution.
Learn to resolve conflict without violence.
Learn how violence effects teens in our society.
Learn the causes of violence.
Learn strategies to avoid becoming a victim of violence.
Learn the plan being used in your school and community to keep you safe.
Learn the signs of abuse, its causes and effects.
Learn to identify abuse and understand some of the reasons why it happens.
Discover how to prevent and stop abuse.

**Unit 10 Summary: Tobacco**

Smoking has a devastating effect on the respiratory system that cannot be repaired. Learn what you can do to protect your lungs and your life.

**Lesson 1: What Tobacco Does to the Body**

Learn to identify the chemicals in tobacco that are the source of health problems.
Understand why all forms of tobacco can harm your health.
Learn how different parts of the body are affected by tobacco.
Learn the parts of the body's respiratory system.
Understand the breathing process.
Learn how certain illnesses can cause damage to your respiratory system.

**Lesson 2: Teens and Tobacco Addiction**

Learn about tobacco addiction.
Understand why teens start using tobacco.

**Lesson 3: Avoiding Tobacco**

Learn the advantages of avoiding tobacco.
Discover how to help others quit smoking.
Understand the effects of second-hand smoke.
Learn to protect yourself as a non-smoker.

**Lesson 4: Unit Review**

Review topics from previous lessons.

**Lesson 5: Unit Assessment**

Demonstrate mastery of the skills and knowledge in this unit.

Learn to identify the chemicals in tobacco that are the source of health problems.
Understand why all forms of tobacco can harm your health.

Learn how different parts of the body are affected by tobacco.

Learn to identify the chemicals in tobacco that are the source of health problems.

Learn the parts of the body's respiratory system.

Understand the breathing process.

Learn how certain illnesses can cause damage to your respiratory system.

Learn about tobacco addiction.

Understand why teens start using tobacco.

Learn the advantages of avoiding tobacco.

Discover how to help others quit smoking.

Understand the affects of second-hand smoke.

Learn to protect yourself as a non-smoker.

**Unit 11 Summary: Drugs and Alcohol**

Teenagers are faced with critical decisions about the use of drugs and alcohol. Let's explore the safe use of medications, as compared to drug and alcohol use and abuse.

**Lesson 1: Using Medicines Safely**

Learn about the variety of medicines.

Understand how to use medicines properly.

Learn to avoid improper use of medicine.

**Lesson 2: Alcohol Use and Abuse**

Understand the effect that alcohol has on the body.

Learn why some people react differently to alcohol.

Learn about alcoholism.

**Lesson 3: Drug Use and Abuse**

Learn the definition of drug abuse.

Understand the different ways in which drugs can affect your body.

**Lesson 4: The Nervous System**
Identify parts of the nervous system.
Identify problems associated with the nervous system.
Discover ways to keep your nervous system in good health.

Lesson 5: Avoiding Alcohol and Other Drugs
Learn the risks of drugs and alcohol use to your health.
Understand why you should avoid drugs and alcohol.
Discover some alternatives to drugs and alcohol.
Learn to say no to drugs and alcohol.

Lesson 6: Unit Review
Review topics from previous lessons.

Lesson 7: Unit Assessment
Demonstrate mastery of the skills and knowledge in this unit.
Learn about the variety of medicines.
Understand how to use medicines properly.
Learn to avoid improper use of medicine.
Learn to avoid improper use of medicine.
Understand the affect that alcohol has on the body.
Learn why some people react differently to alcohol.
Learn about alcoholism.
Understand the different ways in which drugs can affect your body.
Learn the definition of drug abuse.
Identify parts of the nervous system.
Identify problems associated with the nervous system.
Discover ways to keep your nervous system in good health.
Learn the risks of drugs and alcohol use to your health.
Understand why you should avoid drugs and alcohol.
Learn to say no to drugs and alcohol.
Discover other options to drugs and alcohol.
Unit 12 Summary: Understanding Communicable Diseases

A communicable disease can spread from one person to another, and is caused by germs called pathogens.

Lesson 1: Causes of Communicable Diseases
- Identify the types of germs that may cause disease.
- Learn the definition of an infection.
- Understand how germs spread from one person to another.

Lesson 2: The Immune System
- Learn how the immune system functions.
- Understand how your body is protected from pathogens by antibodies.
- Understand the process of developing immunity to a disease.

Lesson 3: Communicable Diseases
- Learn the difference between the flu and a cold.
- Identify common diseases.
- Understand how vaccination can prevent certain communicable diseases.

Lesson 4: Sexually Transmitted Diseases and HIV/AIDS
- Identify common types of STDs.
- Learn how the HIV infection spreads and develops into AIDS.
- Learn about the fight against the AIDS virus.
- Learn to protect yourself from contracting STDs.

Lesson 5: Preventing the Spread of Disease
- Learn to protect yourself and others from pathogens in your environment.
- Learn to prevent the spread of pathogens.
- Discover habits to help you protect yourself.

Lesson 6: Unit Review
- Review topics from previous lessons.

Lesson 7: Unit Assessment
- Demonstrate mastery of the skills and knowledge in this unit.
- Learn the definition of an infection.
Identify the types of germs that may cause disease.
Understand how germs spread from one person to another.
Learn how the immune system functions.
Understand how your body is protected from pathogens by antibodies.
Understand the process of developing immunity to a disease.
Learn the difference between the flu and a cold.
Identify common diseases.
Understand how vaccination can prevent certain communicable diseases.
Identify common types of STDs.
Learn about the fight against the AIDS virus.
Learn to protect yourself from contracting STDs.
Learn how the HIV infection spreads and develops into AIDS.
Learn to protect yourself and others from pathogens in your environment.
Learn to prevent the spread of pathogens.
Discover habits to help you protect yourself.

Unit 13 Summary: Noncommunicable Diseases
Noncommunicable diseases cannot spread from one person to another, and are usually caused by changes to the body. Some of these diseases, like cerebral palsy, are present at birth. Others, like certain allergies, are caused by a behavior such as smoking or exposure to a toxic chemical in the environment. Still others have causes that are yet unknown.

Lesson 1: Understanding Allergies and Asthma
Learn to identify the different types of non-communicable diseases.
Learn about allergies and how to treat them.
Learn about asthma and how to treat it.

Lesson 2: Understanding Cancer
Learn the definition of cancer.
Discover some of the things that cause cancer.
Learn some of the ways that cancer is treated.
Learn to reduce your own risk of developing cancer.
Lesson 3: Understanding Heart Disease
Identify types of heart disease.
Learn some of the ways that heart disease is treated.
Learn to reduce your own risk of developing heart disease.

Lesson 4: Understanding Diabetes and Arthritis
Learn about diabetes and its treatment.
Learn about arthritis and its treatment.

Lesson 5: Unit Review
Review topics from previous lessons.

Lesson 6: Unit Assessment
Learn about allergies and how to treat them.
Learn to identify the different types of non-communicable diseases.
Learn about asthma and how to treat it.
Learn the definition of cancer.
Discover some of the things that cause cancer.
Learn some of the ways that cancer is treated.
Learn to reduce your own risk of developing cancer.
Identify types of heart disease.
Learn some of the ways that heart disease is treated.
Learn to reduce your own risk of developing heart disease.
Learn about diabetes and its treatment.
Learn about arthritis and its treatment.

Unit 14 Summary: Personal Safety and Injury Prevention
Safety rules have always been a part of your education, from the time you were first taught to look both ways before crossing the street. Now that you’re older, it’s important to learn more complex safety rules and techniques, such as First Aid.

Lesson 1: Developing Safe Habits
Understand how to be safety conscious.
Discover some of the causes of accidental injury.
Learn ways to avoid accidentally injuring yourself or another.
Learn to protect yourself from fire.
Learn how to protect yourself and others from accidental injury at school.

Lesson 2: Outdoor and Recreational Safety
Learn how to be safe on the road.
Learn to stay safe in your own neighborhood.
Learn about water safety.
Discover ways to keep yourself safe when camping and hiking.

Lesson 3: Weather Emergencies and Natural Disasters
Identify types of natural disasters and weather emergencies.
Learn to be safe during a weather emergency.
Learn to be safe during a natural disaster.

Lesson 4: First Aid
Learn what to do in an emergency.
Learn the ABC's of CPR.
Learn what to do when a person is choking.
Learn what to do to stop severe bleeding.
Learn how to treat a burn.
Discover how to treat a bruise, fracture, sprain or poisoning.

Lesson 5: Unit Review
Review topics from previous lessons.

Lesson 6: Unit Assessment
Understand how to be safety conscious.
Discover some of the causes of accidental injury.
Learn ways to avoid accidentally injuring yourself or another.
Learn to protect yourself from fire.
Learn how to protect yourself and others from accidental injury at school.
Learn how to be safe on the road.
Learn to stay safe in your own neighborhood.
Learn about water safety.
Discover ways to keep yourself safe when camping and hiking.
Identify types of natural disasters and weather emergencies.
Learn to be safe during a weather emergency.
Discover how to treat a bruise, fracture, sprain or poisoning.
Learn the ABC’s of CPR.
Learn what to do when a person is choking.
Learn what to do to stop severe bleeding.
Learn how to treat a burn.

Unit 15 Summary: The Environment and Your Health
Everyone and everything around you make up your environment. That means that the health of the environment has a direct relation to your own personal well being.

Lesson 1: How Pollution Affects Your Health
Understand what causes pollution.
Learn to identify hazardous products in your own home.

Lesson 2: Protecting the Environment
Discover ways to keep our water and air clean.
Learn to reduce solid waste.
Discover how to conserve water and energy.

Lesson 3: Unit Review
Review topics from previous lessons.

Lesson 4: Unit Assessment
Understand what causes pollution.
Learn to identify hazardous products in your own home.
Understand what causes pollution.
Discover ways to keep our water and air clean.
Learn to reduce solid waste.
Discover how to conserve water and energy.

Learn what causes pollution.
Syllabus
Texas Physical Education – Grade 8

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: Healthy, active adults started out as active children. It is important for children to engage in daily physical activity. The old saying, “Strong minds, strong bodies,” still holds true. To get fit and stay fit, children need to exercise regularly. It’s work—but it’s also fun!
This program is designed to engage students in activities that reinforce basic physical skills and improve overall fitness levels. Each lesson provides a schedule of instructions for five days of activities.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Each lesson provides a link to a Fitness Log sheet, which you can print as needed. In this log, the student will keep track of the kind of exercise he or she does, and how: for example, how far the student walks or runs, how many sit-ups he or she does, and the like. Keep all Fitness Logs in the Physical Education notebook.

Monitoring Student Progress:
Each daily activity is divided into three parts:
• Warm-Up and Stretching
• Physical Activity (Aerobic or Muscular Strength)
• Cool Down
At the end of each lesson, the student will enter the required information into the Fitness Log. Logs are submitted to the teacher for monitoring that each lesson has been completed. Learning coaches should monitor the actual activity for safety. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:
Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student’s ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:
Materials K¹² provides:
- Online lessons and assessments
- Printed student and teacher guides
- Pedometer, jump rope, and playground ball

Materials the student must gather:
- Physical Education Notebook – a three ring binder in which to store the printout of Get Fit! And the Fitness Logs
- Six empty 2-liter soda bottles with caps, to be used as markers and targets
- 12 feet of ½ inch elastic
- CD player for lively music

Technical Requirements can be found at: http://www.k12.com/faq/Technical/

Grades

Each school sets grading policies. Grading policies for K12 curriculum should reflect the whole learning approach for the students. A sample of what this might look like from a school is below:
Middle School students will receive a letter grade of A (91%-100%), B (81%-90%), C (71%-80%), D (70%-61%), or F (60%-below) at the end of semester one and semester two. The grades will be derived from lesson/unit assessments (40%), work sample submission (20%), Class Connect attendance (15%), one-on-one conferences (10%), and progress/goals met (15%).

Unit 1 Summary: Physical Fitness Program

Regular physical activity has a positive effect on your whole life. It builds endurance, keeps your energy level high and makes you strong and flexible. Building a healthy body requires exercise, and exercise can be fun!

Lesson 1: Baseline Fitness Testing and Goal-Setting

Determine baseline fitness levels.

Become familiar with how to use and care for a pedometer.

Learn how to set fitness goals.

Set goals for this program that are Specific, Trackable, Attainable and Relevant.

Lesson 2: Pedometer 101 and Strength Training

Increase awareness of average daily physical activity.

Improve overall muscular strength and flexibility.

Learn 4 key strength-training exercises: crunches, push-ups, plank, and chair dips.
Lesson 3: Heart Rate and the Importance of Physical Activity
Find the carotid and radial pulse points.
Take and calculate a 6-second heart rate.
Practice taking a heart rate while exercising.

Lesson 4: Cardio: Jumping Rope
Learn and practice basic jump rope skills.
Learn and practice challenging jump rope skills.
Practice jumping rope for fitness using a pedometer.

Lesson 5: Focus on Flexibility
Learn the importance of flexibility and how it integrates with strength and balance.
Learn new stretches.
Learn introductory yoga moves.
Choreograph a flexibility-building program.

Lesson 6: Ball-Handling Skills: Improving Strength and Flexibility
Improve ball-handling skills.
Practice basketball dribbling techniques.
Exercise for strength and flexibility.

Lesson 7: Strength Training Basics
Learn the importance of gradual increase in resistance to build strength.
Introduce weights into strength training.
Learn a variety of strength training exercises.

Lesson 8: Fitness Testing and Power Walking
Compare fitness testing scores from Lesson 1 to gauge progress.
Power walk for aerobic fitness.

Lesson 9: Principles of Exercise and Pedometer Activities
Learn the principles of exercise and begin to apply them.
Estimate, walk, power walk and jog specific pedometer distances.
Learn to use the pedometer’s clock function.
Meet the goal of walking 10,000 steps in a day.

**Lesson 10: Locomotor Movements: Building Blocks**
Learn and practice basic locomotor skills.
Develop a choreographed routine using all learned locomotor skills.

**Lesson 11: Choice Week**
Use the local environment for fitness activity choices.
Become more familiar with concepts from previous lessons of student's choice.

**Lesson 12: New Jump Rope Skills**
Practice basic jump rope skills.
Learn and practice challenging jump rope skills.
Use the jump rope for strength and endurance exercises.
Introduce rhythm into jumping rope via rhymes/chanting.

**Lesson 13: Aerobic and Anaerobic Exercise**
Define aerobic activity and anaerobic activity.
Distinguish between aerobic and anaerobic exercises.
Continue to improve muscular strength.

**Lesson 14: Stretching for Flexibility**
Learn new stretches.
Learn new yoga moves.

**Lesson 15: Games - Indoors and Out**
Learn games to play alone or with friends.
Improve physical fitness through participation in games.
Use pedometer to count steps while exercising.

**Lesson 16: Comparing Fitness Tests and Power Walking**
Compare Fitness Testing scores from Lessons 1 and 8 to gauge progress.
Power walk for aerobic fitness.

**Lesson 17: Strength Training**
Increase repetitions to build strength gradually.
Use weights for strength-training.
Learn and practice a variety of strength-training exercises.

**Lesson 18: Coordination, Strength, and Flexibility Through Basketball**
- Improve ball-handling skills.
- Practice basketball dribbling techniques.
- Exercise for strength and flexibility.

**Lesson 19: Pedometer Power**
- Apply principles of exercise to strength training
- Estimate and walk specific pedometer distances

**Lesson 20: Jumping Rope for Strength and Endurance**
- Practice challenging jump rope skills.
- Practice jumping rope for fitness using a pedometer.

**Lesson 21: More Locomotor Movement**
- Learn and practice advanced locomotor skills.
- Develop a choreographed routine using all learned locomotor skills.
- Pedometer practice.

**Lesson 22: Choice Week**
- Use the local environment for fitness activity choices.
- Become more familiar with concepts from previous lessons of your choice.
- Expand horizons with athletic activities not addressed in the curriculum.

**Lesson 23: Aerobic and Anaerobic Exercise**
- Distinguish between aerobic and anaerobic exercises.
- Continue to improve muscular strength.

**Lesson 24: Strength Training**
- Learn the importance of gradual increase in resistance to build strength.
- Utilize weights in strength-training.
- Add new strength-training exercises.

**Lesson 25: Fitness Testing**
Complete fourth set of fitness tests to gauge progress.
Continue strength and endurance training.
Continue pedometer practice.

Lesson 26: Soccer Skills and Strength Training
Practice soccer skills, including ball control, trapping, dribbling, passing and throwing in.
Learn to use your knees, feet and head.
Practice kicking a ball at a target.
Continue to increase the number of exercises performed.

Lesson 27: Stretching for Flexibility
Increase flexibility via stretching.
Increase strength and balance via yoga.

Lesson 28: Stepping It Up: Pedometer Practice
Continue to apply the principles of exercise.
Meet the goal of walking 10,000 steps in a day.

Lesson 29: Jumping Rope For Fitness
Practice challenging jump rope skills.
Create an original choreographed routine using a jump rope.

Lesson 30: Strength Training
Increase repetitions to build strength gradually.
Use weights for strength-training.
Learn a variety of strength-training exercises.
Learn the concept of plyometrics.

Lesson 31: More Games - Indoors and Out
Learn games to play alone or with friends.
Improve physical fitness through participation in games.
Use pedometer to count steps while exercising.

Lesson 32: Surpassing Your Best
Continue to apply the principles of exercise.
Meet the goal of walking 10,000 steps in a day.

**Lesson 33: Choice Week**
Use the local environment for fitness activity choices.

Become more familiar with concepts from previous lessons of your choice.

Expand horizons with athletic activities not addressed in the curriculum.

**Lesson 34: Aerobic and Anaerobic Exercise**
Increase endurance via aerobic and anaerobic exercises.

Continue to improve muscular strength.

**Lesson 35: Ball-Handling: Improving Soccer Skills**
Practice soccer skills, including ball control, trapping, dribbling, passing and punting.

Learn to utilize your knees, feet and head.

Practice kicking a ball at a target.

**Lesson 36: Comparing Fitness Tests and Power Walking**
Complete final set of fitness tests to gauge progress.

Continue strength and endurance training.

Continue pedometer practice.
Syllabus

Intermediate Art: World B

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: Intermediate Art: World B introduces students to the artists, cultures, and great works of world art and architecture from Renaissance through modern times.

- Study and create various works of art from the Renaissance and beyond
- Discover great works of art and see how they influenced later artists
- Compare and contrast works from many civilizations, from paintings to sculpture, architecture, book covers, prints, and more
- Analyze how artists use elements like color and shape, and principles like balance and pattern, to create pleasing designs and compositions
- Study the various techniques and processes to produce different effects in drawings, paintings, prints, and sculptures
- Learn how artists decorate objects like book covers, wallpaper, and fabrics
- Create artworks inspired by works they learn about, using many materials and techniques; for example, after studying the Tempietto by Bramante and Fallingwater by Frank Lloyd Wright, students design their own model of a building. And after studying expressive portrait paintings by Rembrandt, Judith Leyster, and Pablo Picasso, they make expressive self-portraits

Prerequisite Requirements: Course completion or grade placement.

Monitoring Student Progress: Each art lesson will be marked complete once the student finishes the online and offline lesson components. Students and parents can access student-specific screens to determine progress in the number of lessons completed. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student’s ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.
Required Instructional Materials:

Standard Curriculum Items

- Art Print Kit - intermediate Art World B

Additional Curriculum Items

Some lessons require additional resources, including common household items, and books that are readily available online or in your local library:

- Acrylic Paint Set
- Paintbrush, Acrylic, Small #1
- Paintbrush, Acrylic, Medium #4
- Paintbrush, Acrylic, Large #8
- Clay, White, Self-hardening

NOTE: List subject to change.

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Renaissance and Beyond

- Recognize that artworks with similar characteristics are grouped into periods or styles
- Identify characteristics of Italian Renaissance art in works by Sandro Botticelli, Leonardo da Vinci, Michelangelo, and Raphael
- Identify events in the life of Raphael and characteristics of his art
- Identify the use of one-point and atmospheric perspective in paintings
- Identify characteristics of Northern Renaissance art in works by Albrecht Dürer and Pieter Brueghel the Elder
- Identify ways Renaissance artists were inspired by the ideals of Classical art
- Compare and contrast Renaissance and Baroque sculpture by Michelangelo and Bernini
- Identify ways the arts from Africa, China, and the Islamic world influenced artists and patrons of Renaissance Europe

Eye on Design

- Identify ways Jean-Baptiste-Siméon Chardin, Paul Gauguin, André Derain, and Mark Rothko use color in paintings
- Compare and contrast the use of color in Naturalistic and Fauve art in works by Jean-Baptiste-Siméon Chardin and André Derain
- Identify ways Edgar Degas, Utagawa Hiroshige, and Giacomo Balla show movement in artworks
- Recognize that artists use the elements of art and principles of design in artworks
- Identify ways African and Japanese artists use the elements of art and principles of design in their art
- Identify compositional characteristics in paintings by Diego Velázquez and Titian
It's All in the Technique

- Recognize that artists use various techniques to produce different effects in their drawings
- Identify techniques used in drawings by Michelangelo, Leonardo da Vinci, and Vincent van Gogh
- Identify techniques used in paintings by John James Audubon, Pierre-Auguste Renoir, and Paul Signac
- Compare and contrast techniques used in Naturalistic and Impressionist paintings in works by John James Audubon and Pierre-Auguste Renoir
- Identify techniques used in prints by Albrecht Dürer, Henri de Toulouse-Lautrec, and Andy Warhol
- Identify techniques used in sculptures by Donatello, Michelangelo, Auguste Rodin, and Marisol Escobar

Themes in Art: The Artist's Vision

- Recognize that artists have different ways of portraying the same theme or subject
- Identify characteristics of portraits by Rembrandt, Judith Leyster, and Pablo Picasso
- Identify characteristics of landscapes by Thomas Cole, Vincent van Gogh, Shen Zhou, and Ansel Adams
- Identify events in the life of Pablo Picasso or characteristics of his art
- Describe characteristics of Cubist art in works by Pablo Picasso

Function and Beauty

- Identify characteristics of book covers made by Islamic, French, and Russian artists
- Identify ways artists add beauty to functional objects
- Identify events in the life of William Morris, and characteristics of his art
Syllabus

Music Concepts A

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: In the Music Concepts A program, students learn the fundamentals of music as they relate to the piano key and a study of a select group of composers and their music. Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs. The lesson content is not online.

Monitoring Student Progress: Each music lesson will be marked complete once the student completes the offline lesson. Students and parents can access student-specific screens to determine progress in the number of lessons completed. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student’s ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

Music Ace CD
Master Syllabi for Grade 8 Courses

Beethoven CD
Mendelssohn CD
Mozart CD
Vivaldi and Corelli CD

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1: The Staff and the Keyboard
- Introduction to the Staff
- Introduction to the Piano Keyboard
- Playing with Pitch
- The ABC’s of the Piano Keyboard
- The ABC’s of the Staff
- The ABS’s of the Treble Staff
- Corelli: The Father of Modern Violin Music
- Vivaldi and the Four Seasons
- Baroque Music

Unit 2: Extending the Staff
- Keyboard Review
- Below the Treble Staff
- Above the Treble Staff
- Loud and Soft, Same Pitch
- The ABC’s of the Bass Staff
- Above the Bass Staff
- Below the Bass Staff
- Same Pitch, Different Timbres
- The ABC’s of the Grand Staff
- Treble and Bass Staff Review
- Mozart: The Boy Genius
- Beethoven: The Tragic Genius
- The Classical Period

Unit 3: Flats, Sharps, and Scales
- Half Steps and Whole Steps
- More ABC’s of the Grand Staff
• Sharps and Flats
• Sharps and Flats on the Staff
• The Key Signature
• Introduction to Major Scales
• Key Signature and Scale Review
• Mendelssohn: The Young Romantic
Music Concepts B

Course Description: Music Concepts B is the second course in the Music Concept Series. This is a traditional music course teaching the fundamentals of music as they relate to the piano key and a study of a select group of composers and their music. Students will complete lessons using Music Ace CD-ROM, student guides and listening CDs.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs. The lesson content is not online.

Monitoring Student Progress: Each music lesson will be marked complete once the student completes the offline lesson. Students and parents can access student-specific screens to determine progress in the number of lessons completed. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student’s ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

Music Ace CD
Sousa CD

Chopin CD

Schumann & Grieg CD

Verdi CD

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1: The Elements of Rhythm and Melody

- Beat and Tempo
- Hearing Rhythms
- Note Names
- Sharps and Flats
- Basic Rhythm Notation
- The Quarter Rest
- Key Signatures & Major Scales
- Melody
- Elements of Rhythm and Melody
- Schumann: The German Romantic
- Chopin: The Poet of the Piano
- Grieg: The Chopin of the North

Unit 2: Rhythms, Rests, and Keys

- The Measure
- Sharp Key Signatures
- Notes Longer Than a Beat
- Dotted Quarter Notes
- Flar Key Signatures
- Rests
- Rhythms, Rests, and Keys
- Viva Verdi!
- Sousa: The March King
- The Romantic Period

Unit 3: Minor Scales, Syncopation, and Harmony

- Syncopation
- Sixteenth Notes
• Minor Scales
• Three Sounds Per Beat
• The Time Signature
• Intervals
• The 6/8 Time Signature
• Introduction to Harmony
• Minor Scales, Syncopation, and Harmony
• Introduction to Jazz
Syllabus

MS: French I

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description:

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Number of Lessons and Scheduling

45 minutes
Total Lessons: 180

Prerequisite Requirements: Course completion or grade placement.

Monitoring Student Progress: Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.
Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:
*Powerspeak Course*

Standard Curriculum Items

French-English dictionary is recommended

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

**SEMESTER ONE**

**Unit 1**
- Greetings
- Parts of Speech
- Nouns, definite articles & gender
- Definite articles
- *Tuvs. Vous*
- *Puzzle Sentences*
- France

**Unit 2**
- School
Alphabet

Guide to French Rhythm & Accents

Indefinite Articles

Thinking en Français

France

Unit 3

Descriptions

Colors

French subject pronouns

The Broken Window

France

Unit 4

Countries and Nationalities

Numbers 0-30

Present tense of the 3 major verb groups

Points, Lines, and Figures

Monaco

Unit 5

Common verbs #1

Making compound sentences

Toward Fluency

Monaco

Unit 6
Common verbs #2
Telling Time
The Imperative
*The Key of the Key’s Kingdom*
Switzerland

**Unit 7**
Common verbs #3
Conjunctions
Simple negative *ne...pas*
*Chatter at a Royal Ball*
Switzerland

**Unit 8**
Days, Months, and Seasons
Numbers 30-100
Expressions with *Avoir*
*Toward Fluency*
Rwanda

**SEMESTER TWO**

**Unit 1**
Hobbies
Asking questions
*Focus on the Language 1-8*
Rwanda

Unit 2

Food (part 1)
"de" and "à" and their contractions
Points, Lines, and Figures
French Polynesia

Unit 3

Food (part 2)
Faire versus jouer
From Word to Discourse
French Polynesia

Unit 4

Family
Selected adverbs
Chatter at a Royal Ball
Canada

Unit 5

Places
C'est versus Il est...
Focus on the Language 9-14
Canada

Unit 6

Animals
Comparatives/Superlatives

Creating Your Own Mini-Story Plots

Mali

Unit 7

Shopping

Expressions with faire

Stringing Together Your Own Narratives

Mali

Unit 8

Weather Expressions

Forms of quel and queuel

Chatter at a Royal Ball

Chad
Syllabus

MS: French II

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description:

Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Number of Lessons and Scheduling

45 minutes

Total Lessons: 180

Prerequisite Requirements: Course completion or grade placement.

Monitoring Student Progress: Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.
Schedule for Monitoring Student Progress: Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

*Powerspeak Course*

Standard Curriculum Items

French-English dictionary is recommended

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Unit and Lesson Detail:

**SEMESTER ONE**

**Unit 1**

- Professions
- Ordinal Numbers
- The verb *Etre*
  
  *Points, Lines, and Figures*

- Burundi

**Unit 2**

- Clothing
  
  Adjectives: Agreement & Placement (#1)

  *Une Mère Parle à Son Bébé*
Burundi

Unit 3
At Home
Possessive Adjectives
*From Word to Discourse*

Guinea

Unit 4
The Body
The near future tense
*In the Classroom: A French Lesson*

Guinea

Unit 5
Reflexive Verb List
*Il y a …*
*Lecture on Geography*

Haiti

Unit 6
Cognates
Numbers 1-1 million
*Etre* + Nationality
*More on Numbers*

Haiti

Unit 7
On Vacation

Partitive Articles

Thinking *en Français*

Belgium

**Unit 8**

Telephone

Expressions with *Avoir*

*L'Alphabet Romain*

Belgium

**SEMESTER TWO**

**Unit 1**

Directions

Adjectives: Agreement & Placement (#2)

*Chatter at a Royal Ball*

Madagascar

**Unit 2**

Transportation

Demonstrative Articles

*Focus on the Language 15-23*

Madagascar

**Unit 3**

Medical Terms
Sickness & avoir expressions

*Ma Première Visite au Québec*

Martinique

**Unit 4**

Sports

Demonstrative Particles

*The Key of the King's Kingdom 2*

Martinique

**Unit 5**

Outdoor Activities

Direct Object Pronouns

*Communication With Limited Means*

New Caledonia

**Unit 6**

Travel

Y and En

*Focus on the Language 24-28*

New Caledonia

**Unit 7**

Computers (part 1)

Passed tense with Avoir (*passé composé*)

*Stringing Together Your Own Narratives*

Luxembourg
Unit 8

Computers (part 2)

Passed tense with *Etre (passé composé)*

*Points, Lines, and Figures*

Luxembourg
Syllabus

MS: Spanish I

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description:

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (American Council on the Teaching of Foreign Languages).

In this course you will explore the Spanish language through stories, songs, puzzles, lectures, vocabulary sets, videos, and more. You will also explore cultures of Spanish-speaking countries through videos, Culture Grams, and more.

You will be responsible for completing all of the following important activities and tasks.

- Vocabulary Sets: Learn to quickly recognize and pronounce a wide range of useful vocabulary sets in a variety of contexts.
- Patterns: Learn how Spanish grammar works.
- Stretch Activities: Learn to comprehend, perform, and create sentences, stories, conversations and narratives.
- Games and Activities: Practice and reinforce your new Spanish material.
- CultureGrams™ and Videos: Read through the CultureGrams™ and watch the culture videos to learn important information about various Spanish-speaking countries.
- Listening, speaking, reading, and writing assignments: You will have the opportunity to put your new knowledge into practice by actually producing the language.
- Diglot Weave Stories: Listen to these fun stories to hear language in context.
- Quizzes and Tests: Assessments will evaluate how you are progressing in the course. Be sure to study!
- Other Activities: Further your Spanish acquisition by practicing and learning other interesting Spanish concepts.
You should plan to spend at least 30-45 minutes reading, studying, and practicing the information presented on each calendar day. Repeat the activities and study the information until you are confident with all the material. Your best effort will bring about incredible leaps in learning Spanish.

**Number of Lessons and Scheduling**

45 minutes

Total Lessons: 180

**Prerequisite Requirements:** Course completion or grade placement.

**Monitoring Student Progress:** Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

**Schedule for Monitoring Student Progress:** Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student’s ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

**Required Instructional Materials:**

Materials K¹² provides:

*Powerspeak Course*

**Standard Curriculum Items**

*Vox Everyday Spanish and English Dictionary*

**Technical Requirements can be found at:** [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)
Unit and Lesson Detail:

**SEMESTER ONE**

**Unit 1**

Greetings

Alphabet

Parts of Speech

Subject Pronouns

*Tú vs. Ud.*

*Ditties*

Mexico

**Unit 2**

School

Nouns (singular and plural, gender, agreement)

Definite Articles

Indefinite Articles

*Points, Lines, and Figures*

Mexico

**Unit 3**

Descriptions

Colors

Adjectives (usage and placement)

*The Broken Window*Diglot Weave™ story

Mexico
Unit 4

Countries and Nationalities

Numbers 0-30

Ser and Estar

El Alfabeto Romano

Mexico

Unit 5

Common -ar Verbs

Adverbs of Frequency

Verbs (-ar)

Negative Sentences

Spain

Unit 6

Common -er Verbs

Telling Time

Verbs (-er)

Chatter at a Royal Ball

Spain

Unit 7

Common -ir Verbs

Coordinating Conjunctions

Prepositions

Verbs (-ir)
The Key of the King’s Kingdom

Spain

Unit 8

Days, Months, and Seasons
Numbers 30-100
Question Formation
Giving Dates
Speed Learning

Spain

SEMESTER TWO

Unit 1

Hobbies

Gustar

Thinking en Español

Guatemala

Unit 2

Food (part 1)
Possessive Adjectives
Possession Using "de"

Toward Fluency 1 & 2

Guatemala

Unit 3
Food (part 2)

Demonstrative Adjectives

*Demonstration Lecture 1*

Guatemala

**Unit 4**

Family

Two-Verb Combinations

*Stringing Together Your Own Narratives*

Guatemala

**Unit 5**

Places

*Ir + a + infinitive*

*Acabar de*

Contractions

*Chatter at a Royal Ball*

Honduras

**Unit 6**

Animals

Stem-Changing Verbs

*The Puzzle*

Honduras

**Unit 7**

Shopping
Irregular Present Tense in the "yo" Form

Honduras

Unit 8

Weather Expressions

"Hay" and "Tener" Expressions

Stringing Together Your Own Narratives

Honduras
Syllabus

MS: Spanish II

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description:

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (American Council on the Teaching of Foreign Languages).

Students will be responsible for completing all of the following important activities and tasks.

- Vocabulary Sets: Learn to quickly recognize and pronounce a wide range of useful vocabulary sets in a variety of contexts.
- Patterns: Learn how Spanish grammar works.
- Stretch Activities: Learn to comprehend, perform, and create sentences, stories, conversations, and narratives.
- Games and Activities: Practice and reinforce your new Spanish material throughout the unit.
- CultureGrams™ and Videos: Read through the CultureGrams™ and watch the culture videos to learn important information about various Spanish-speaking countries.
- Listening, speaking, reading, and writing assignments: You will have the opportunity to put your new knowledge into practice by actually producing the language.
- Diglot Weave Stories: Listen to these fun stories to hear language in context.
- Quizzes and Tests: Unit Quizzes will evaluate how you are progressing in the course. Be sure to study!
- Other Activities: Further your Spanish acquisition by practicing and learning other interesting Spanish concepts.

You should plan to spend at least 30-45 minutes reading, studying, and practicing the information presented on each calendar day. Repeat the activities and study the information until you are confident with all the material. Your best effort will bring about incredible leaps in learning Spanish.
Number of Lessons and Scheduling:

45 minutes
Total Lessons: 180

Prerequisite Requirements: Course completion or grade placement.

Monitoring Student Progress: Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

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Required Instructional Materials:

Materials K¹² provides:
Powerspeak Course

Standard Curriculum Items

Vox Everyday Spanish and English Dictionary

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/
SEMESTER ONE

Unit 1

Professions

Ordinal Numbers

*Points, Lines, and Figures*

Nicaragua

Unit 2

Clothing

Similar Verbs

*Speed Learning*

Nicaragua

Unit 3

At Home

Comparatives

*A Lesson in Spanish*

Nicaragua

Unit 4

Body

Adverbs

Nicaragua

Unit 5

Reflexive Verb List

Reflexive Verbs
Chile

Unit 6

Cognates

Numbers 1-1000

Affirmative and Negative words

More on the Alphabet

Chile

Unit 7

On Vacation

Personal "a"

A Geography Lesson

Chile

Unit 8

Telephone

Object Pronouns

Focus on the Language

Chile

SEMESTER TWO

Unit 1

Directions

Commands – Affirmative

Communication with Limited Means
Paraguay

Unit 2
Transportation

Commands – Negative tú

Chatter at a Royal Ball

Paraguay

Unit 3
Medical Words

Commands – Pronoun Placement

Mi Primera Visita a México

Paraguay

Unit 4
Sports

Present Progressive

Paraguay

Unit 5
Outdoor Activities

Present Progressive with Direct/Indirect Object Pronouns

Points, Lines, and Figures

Venezuela

Unit 6
Travel

Preterite ar verbs
The Keys of Rome

Venezuela

**Unit 7**

Computers (part 1)

Preterite er verbs

*Una Lección de Geografía*

Venezuela

**Unit 8**

Computers (part 2)

Preterite ir verbs

*Una Lección de Español*

Venezuela