

# **PEACHTREE MIDDLE SCHOOL PATHWAYS**

## **Table of Contents**

### **Introduction**

### **Core Courses**

#### **English (6-8)**

- 06 Language Arts Honors**
- 06 Language Arts Accelerated**
- 07 Language Arts Honors**
- 07 Language Arts Enrichment Accelerated**
- 08 Language Arts Honors**
- 08 Language Arts Enrichment Accelerated**

#### **Math (6-8)**

- 06 GSE Math Honors**
- 06/07A GSE Math Accelerated**
- 07 GSE Math Honors**
- 07B/08 GSE Math Accelerated (Pre-Algebra)**
- 08 GSE Math Honors (Pre-Algebra)**
- 08 GSE Algebra 1 / Geometry A Accelerated**

#### **Science (6-8)**

- 06 Earth Science**
- 07 Biology**
- 08 Physical Science**
- Physical Science (for High School Credit)**

#### **Social Studies (6-8)**

- 06 Social Studies**
- 07 Social Studies**
- 08 Social Studies (Georgia History)**

### **Elective Courses**

#### **Fine Arts**

- MS Art**
- MS Band**
- MS Chorus**
- MS Drama I/II**
- MS Music Theory**
- Public Speaking (MS Communication Skills)**

Middle School:  
Course Descriptions and Sequences

1

**Foreign Language**  
**Spanish I**

**Health and PE**  
**MS PE**  
**MS Health**

**Study Skills**  
**Lab Courses (Description)**  
**PSAT Math 08**

**Technology**  
**MS Computing I**  
**MS Computing II**  
**MS Robotics**  
**MS Web Design**

**Other**  
**MS Bible**  
**MS Forensics**  
**Practical Money Skills (MS Financial Literacy)**

# **Introduction**

Middle School:  
Course Descriptions and Sequences

3

## Middle School Honors Pathway

6th Grade	7th Grade	8th Grade
<b>ENGLISH</b>		
Reading (23.01400)  Writing Across the Curriculum (23.03100)	Language Arts (23.01200)	Language Arts (23.01300)
<b>MATH</b>		
Math 6 (27.02100)	Math 7 (27.02200)	Math 8 : Pre-Algebra (27.02300)
<b>SOCIAL STUDIES</b>		
North & South America, Europe, and Australia (45.00700)	Asia and Africa (45.00800)	Georgia Studies (45.00900)
<b>SCIENCE</b>		
Science 6 (Earth Science) (40.06100)	Science 7 (Life Science) (26.01100)	Science 8 Physical Science (40.01700)
<b>ELECTIVES</b>		
2 Labs - Math Lab (35.01800) Science Lab (35.01900)  Physical Education (36.00700) & Bible (23.02500) Computing I A/B (35.01100) Art History (50.0911) Bible (23.02500) Band Grade 6 (53.03310) Chorus Grade 6 (54.01310) Environmental Issues (26.01170)	2 Labs - English (35.01800) Math (35.01700) Science (35.01900) Personal Fitness (36.05100) Computing II A/B (35.01200) Art* Communication Skills (23.08100) Band Grade 7 (53.03410) Chorus Grade 7 (54.01410) Robotics (21.44500)	1 Lab - English (35.01800) Math (35.01700) Science (35.01900) Health (17.00900) Introduction to Digital Technologies (11.41500) Yearbook (10.51110) Intro to Drama (52.013) Band Grade 8 (53.03510) Chorus Grade 8 (54.01510) *Spanish I (60.07100)

Middle School:  
Course Descriptions and Sequences

## Middle School Accelerated Pathway

6th Grade	7th Grade	8th Grade
<b>ENGLISH</b>		
Reading (23.01400)  Writing Across the Curriculum (23.03100)	*Language Arts/Enrichment (23.01220)	Language Arts/Enrichment (23.01320)
<b>MATH</b>		
Math 6/7A (27.02100)	Math 7B/8 : Pre-Algebra (27.02200)	**Algebra I (27.0975)
<b>SOCIAL STUDIES</b>		
North & South America, Europe, and Australia (45.00700)	Asia and Africa (45.00800)	Georgia Studies (45.00900)
<b>SCIENCE</b>		
Science 6 (Earth Science) (40.06100)	Science 7 (Life Science) (26.01100)	**Physical Science (HS Credit) (40.01100)
<b>ELECTIVES</b>		
2 Labs - Math (35.01700) Science (35.01900) Physical Education (36.00700) Computing I A/B (35.01100) Art History (50.0911) Bible (23.02500) Band Grade 6 (53.0331) Chorus Grade 6 (54.0131) Survey of Music	1 Lab - English (35.01800) Math (35.01700) Science (35.01900) Personal Fitness (36.05100) Computing II A/B (35.01200) Art* Communication Skills (23.08100) Band Grade 7 (53.0341) Chorus Grade 7 (54.01410) Robotics (21.44500) Music Theory (53.02100)	2 Labs - English (35.01800) Math (35.01700) Science (35.01900) Health 8 (17.00900) Web Design (Intro to Technologies) (11.41500) Intro to Drama (52.013) Forensics (40.093) Band Grade 8 (53.03510) Chorus Grade 8 (54.01510) Environmental Issues (26.01170) Spanish I (60.07100)



## English (6-8)

### 06 Language Arts Honors

#### Course Description:

The honors Language Arts will follow the ELA curriculum at a more personally prescribed level. The honors class will move at a pace guided specifically to meet the individual needs of the students, as well as allow for one-on-one attention. Students who are entering the sixth grade reading below grade level will be challenged at a pace to ensure personal growth, with the goal to increase their ability and reach their maximum potential.

Middle School:  
Course Descriptions and Sequences

**06 Language Art Accelerated**

**Course Description:**

The accelerated Language Arts will follow the above curriculum at a more rigorous pace. Students will be given the opportunity to present their knowledge of each skill at a more individualized, project based level. While there will be less assistance with writing, students will receive opportunities to express themselves in an enjoyable way, through their speeches, projects, and much more. Since the accelerated Language Art student has reached mastery of grade level curriculum, students will be allowed to participate in and direct in-depth discussion and analysis of literature and a wider breadth of material presented. Students will be working in pairs and groups, as well as leading classroom presentations.

**06 Language Arts Honors and Accelerated**

**Scope and Sequence:**

Unit of Study	Topics	Length of Time
Summer Reading	Julie of the Wolves Discuss/Oral Presentations	2 weeks
Wordly Wise	Vocabulary	All year
Grammar Usage/Mechanics	Sentences, Parts of Speech, Spelling, Capitalization, Punctuation	All year
Figurative Language	Similes, Metaphors, Personification, Alliteration, Hyperbole, Onomatopoeia, Idiom	4 weeks
Novel Study	<i>Three Times Lucky,</i> <i>One Came Home</i>	4 weeks 4 weeks
Literature Selections	The Good Deeds, The Horse Snake, The Ghost of the Lagoon, Lob's Girl, Eleven	8 weeks
Daily Writing Prompts	Various Topics	All year
Writing	Narrative Essay Argumentative Essay Informative Essay Explanatory Essay	2 weeks 2 weeks 2 weeks 2 weeks

Middle School:  
Course Descriptions and Sequences

**06 Language Arts Honors and Accelerated  
Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Writing</b> Informative/Explanatory Summer Essay</p> <p>Daily Writing Prompts ELAGSE6W3 ELAGSE6W4 &amp; 5</p>	<p><b>Writing</b> Informative/Explanatory Essay ELAGSE6W4 &amp; 5</p> <p>Story Summaries and Storyboards</p> <p>Daily Writing Prompts ELAGSE6W3 ELAGSE6W3</p>	<p><b>Writing</b> Persuasive Essay/Letter ELAGSE6W1</p> <p>Daily Writing Prompts ELAGSE6W3</p> <p>Science Related Writing (Science Fair)</p>	<p><b>Writing</b> Research Paper ELAGSE7W4,5,6,7,10</p> <p>Daily Writing Prompts ELAGSE6W3</p> <p>Science Related Writing (Science Fair)</p>
<p><b>Reading</b> Novel Extension <i>Julie of the Wolves</i> (Writing Responses based on class novel)</p> <p>Accompanying Literature Selections ELAGSE6R19</p>	<p><b>Reading</b> Novel Study <i>Three Times Lucky</i> (Research Process and Oral Presentations) ELAGSE6RL2 &amp; 3</p> <p>Accompanying Literature Selections ELAGSE6R12 &amp; 16</p>	<p><b>Reading</b> Independent Reading Assignment</p> <p>Literature Selections ELAGSE6R12 &amp; 16</p>	<p><b>Reading</b> Novel Study <i>One Came Home</i> (Research Project) ELAGSE6RL2 &amp; 3</p> <p>Literature Selections ELAGSE6R12 &amp; 16</p>
<p><b>Language</b> Study and Apply Grammar Complete subject predicates, Simple subject Simple predicates, ELAGSE6L1 &amp; 2</p>	<p><b>Language</b> Study and Apply Grammar Verb phrases Capitalization, and Punctuation ELAGSE6L1 &amp; 2</p>	<p><b>Language</b> Study and Apply Grammar Kinds of Sentences, Compound Sentence Parts, Possessive Nouns ELAGSE6L1 &amp; 2</p>	<p><b>Language</b> Study and Apply Grammar Pronouns, Adjectives, and Adverbs ELAGSE6L1 &amp; 2</p>
<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 6 ELAGSE6R4 &amp;14 ELAGSE6L4</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 6 ELAGSE6R4 &amp;14 ELAGSE6L4</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 6 ELAGSE6R4 &amp;14 ELAGSE6L4</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 6 ELAGSE6R4 &amp;14 ELAGSE6L4</p>



Middle School:  
Course Descriptions and Sequences

### 07 Language Arts Honors

#### Course Description:

7th grade honors language arts will follow the same course requirements as the accelerated language arts class but will be provided more opportunities for repetition of concepts and material. The honors class will move at a pace guided specifically to meet the individual needs of the students, as well as allow for one-on-one attention. Students entering 8th grade and reading below grade level will be challenged at a pace to ensure personal growth with the goal to increase their reading ability.

### 07 Language Arts Accelerated

#### Course Description:

7th grade accelerated language arts will follow the ELA curriculum at a more rigorous pace. Students in the accelerated language arts class read on or above grade level. Students will be given the opportunity to present their knowledge of each skill at a more individualized, project based level. While there will be less assistance with writing, students will receive opportunities to express themselves in an enjoyable way, through their speeches, projects, and much more. Since the accelerated Language Art student has reached mastery of grade level curriculum, students will be allowed to participate in and direct in-depth discussion and analysis of literature and a wider breadth of material presented. Students will be working in pairs and groups, as well as leading classroom presentations.

### 07 Language Arts Honors and Accelerated

#### Scope and Sequence:

Unit of Study	Topics	Length of Time
Summer Reading	A Single Shard Discuss/Oral Presentations	2 weeks
Wordly Wise	Vocabulary	All year
Grammar Usage/Mechanics	Sentences, Parts of Speech, Spelling, Capitalization, Punctuation	All year
Figurative Language	Similes, Metaphors, Personification, Alliteration, Hyperbole, Onomatopoeia, Idiom	4 weeks
Novel Study	<i>So Far From the Bamboo Grove</i> SCAT	4 weeks 4 weeks
Literature Selections	The Seventh Grade, Monsters are Due on Maple Street, Exploring the Titanic, A Retrieved Reformation	8 weeks
Daily Writing Prompts	Various Topics	All year
Writing	Narrative Essay Argumentative Essay Informative Essay	2 weeks 2 weeks 2 weeks

Middle School:  
Course Descriptions and Sequences

	Explanatory Essay	2 weeks
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**07 Language Arts Honors and Accelerated**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Writing</b> Summer Essay Informative/Explanatory ELAGSE7W4 &amp; 5</p>	<p><b>Writing</b> Informative/Explanatory Essay ELAGSE7W4 &amp; 5</p> <p>Daily Writing Prompts ELAGSE7W3</p> <p>Research Paper ELAGSE7W4,5,6,7,10</p>	<p><b>Writing</b> Argumentative Essay ELAGSE7W1, 4, 5, 6, 10</p> <p>Daily Writing Prompts ELAGSE7W3</p> <p>Science Related Writing (Science Fair)</p>	<p><b>Writing</b> Research Paper ELAGSE7W4,5,6,7,10</p> <p>Daily Writing Prompts ELAGSE7W3</p> <p>Science Related Writing (Science Fair)</p>
<p><b>Reading</b> Novel Extension <i>A Single Shard</i> 920L (Writing Responses based on class novel)</p> <p>Accompanying Literature Selections (Nonfiction) ELAGSE7RI9</p>	<p><b>Reading</b> Novel Study <i>So Far From the Bamboo Grove</i> 730L (Research Process and Oral Presentations) ELAGSE7RL1, 2, &amp;3</p> <p>Accompanying Literature Selections (Nonfiction) ELAGSE7RI9</p>	<p><b>Reading</b> Independent Reading Assignment Literature Selections ELAGSE7RI9</p>	<p><b>Reading</b> Novel Study <i>Scat</i> (Research Project) ELAGSE7RL1, 2, &amp; 3</p> <p>Literature Selections ELAGSE7RI9</p>
<p><b>Language</b> Study and Apply Grammar (Review Nouns/ Pronouns, Pronoun Case, Pronoun/Antecedent Agreement, Capitalization, and Punctuation ELAGSE7L1, 2, 3</p>	<p><b>Language</b> Study and Apply Grammar Adjective/Adverbs Pronouns, Indefinite Pronouns, Pronoun/ Antecedent Agreement, Capitalization and Punctuation ELAGSE7L1, 2,3</p>	<p><b>Language</b> Study and Apply Grammar ELAGSE7L1, 2,3</p>	<p><b>Language</b> Study and Apply Grammar ELAGSE7L1, 2, 3</p>
<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 7 ELAGSE7RI4 &amp; ELAGSE7RL4</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 7 ELAGSE7RI4 &amp; ELAGSE7RL4</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 7 ELAGSE7RI4 &amp; ELAGSE7RL4</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise-Book 7 ELAGSE7RI4 &amp; ELAGSE7RL4</p>

1<sup>st</sup> Quarter: *A Single Shard* by Linda Sue Park (ISBN 978-1-606-86841-6)

2<sup>nd</sup> Quarter: *So Far From the Bamboo Grove* by Yoko Kawashima Watkins (ISBN 978-0-688-13115-9)

3<sup>rd</sup> and 4<sup>th</sup> Quarter: *Scat* by Carl Hiaasen (ISBN 978-0-375-83486-8)

Middle School:  
Course Descriptions and Sequences

### 08 Language Arts Honors

**Course Description:**

8<sup>th</sup> grade honors language arts will follow ELA curriculum, but will be provided more opportunities for repetition of concepts and material. The honors class will move at a pace guided specifically to meet the individual needs of the students, as well as allow for one-on-one attention. Students entering 8th grade and reading below grade level will be challenged at a pace to ensure personal growth with the goal to increase their reading ability.

### 08 Language Arts Accelerated

**Course Description:**

8<sup>th</sup> grade accelerated language arts will follow the ELA curriculum, but at a more rigorous pace. Students in the accelerated language arts class read on or above grade level. Students in this class will be given opportunities to express themselves through speeches, writing, and projects, participate in and direct in-depth discussions and the analysis of literature selections. Students will work individually, in pairs, groups, and literature circles.

### 08 Language Arts Honors and Accelerated

**Scope and Sequence:**

Unit of Study	Topics	Length of Time
Wordly Wise	Vocabulary	All year
Grammar Usage/Mechanics	Sentences, Parts of Speech, Spelling, Capitalization, Punctuation	All year
Figurative Language	Similes, Metaphors, Personification, Alliteration, Hyperbole, Onomatopoeia, Idiom	4 weeks
Novel Study	<i>The Giver</i> , <i>War Horse</i>	4 weeks 4 weeks
Author Study (Select Author)	Research, Essay, Read Author's Book, Presentation, Table Visual	8 weeks
Literature Selections	"The Diary of Anne Frank" play, "The Mysterious Mr. Lincoln", "Harriett Tubman", "Drummer Boy of Shiloh", "An Occurance at Owl Creek Bridge"	8 weeks
Writing	Narrative Essay Argumentative Essay Informative Essay Explanatory Essay	2 weeks 2 weeks 2 weeks 2 weeks

Middle School:  
Course Descriptions and Sequences

11

**08 Language Arts Honors and Accelerated**

**Pacing Guide:**

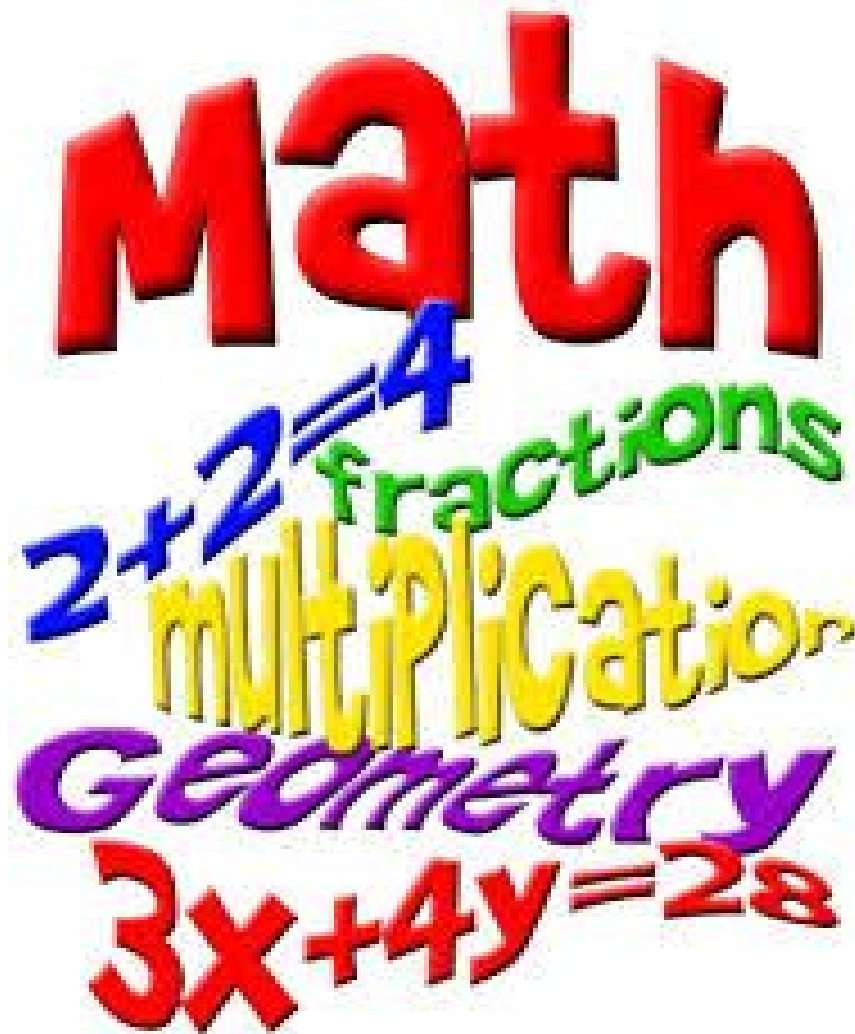
1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Writing</b> Argumentative Essay ELAGSE8W1,4,5,6,10</p> <p>Narrative Essay ELAGSE8W3,4,5,6,10</p>	<p><b>Writing</b> Argumentative Essay ELAGSE8W1,4,5,6,10</p> <p>Narrative Essay ELAGSE8W3,4,5,6,10</p>	<p><b>Writing</b> Informative/Explanatory Essay ELAGSE8W2,4,5,6,10</p> <p>Narrative Essay ELAGSE8W3,4,5,6,10</p>	<p><b>Writing</b> Informative/Explanatory Essay ELAGSE8W2,4,5,6,10</p> <p>Narrative Essay ELAGSE8W3,4,5,6,10</p>
<p><b>Reading</b> Novel Extension <i>War Horse</i> 1090L Cite Textual Evidence (Writing Responses Based on Class Novel) Film/Print-Techniques/Tone Literature Selections (Nonfiction)</p> <p>ELAGSE8RL 1,2,3,4,5,6,7,9,10 ELAGSE8RI 1,2,3,4,5,6,7,8,9,10</p>	<p><b>Reading</b> Novel Study <i>The Giver</i> 760L Literature Circles (Writing Responses Based on Class Novel) Film/Print-Techniques/Tone Literature Selections (Fiction/Science Fiction)</p> <p>ELAGSE8RL 1,2,3,4,5,6,7,9,10 ELAGSE8RI 1,2,3,4,5,6,7,8,9,10</p>	<p><b>Reading</b> Author Study Project/ Independent Reading Assignment (Based on Student Selected Author) Research/Note-taking ELAGSE8W7,8,10 (Writing Responses Based on Author Study Novel and Research) Literature Selections (Biography)</p> <p>ELAGSE8RL 1,2,3,4,5,6,7,9,10 ELAGSE8RI 1,2,3,4,5,6,7,8,9,10</p>	<p><b>Reading</b> Literature Selection "The Diary of Anne Frank" Play Literature Circles (Writing Responses Based on the Play) Literature Selections (Nonfiction) Continue Author Study Project</p> <p>ELAGSE8RL 1,2,3,4,5,6,7,9,10 ELAGSE8RI 1,2,3,4,5,6,7,8,9,10</p>
<p><b>Language</b> Study and Apply Grammar Sentence (Simple/Compound/Complex) Figurative Language Spelling/Capitalization/ Punctuation</p> <p>ELAGSE8L1,2,3 ELAGSE8L5</p>	<p><b>Language</b> Study and Apply Grammar Sentences (Complex/Compound/Complex) Active/Passive Voice Verbs Figurative Language Spelling/Capitalization/ Punctuation</p> <p>ELAGSE8L1,2,3 ELAGSE8L5</p>	<p><b>Language</b> Study and Apply Grammar Verbals (Gerunds/Infinitives/Participles) Punctuation (Ellipsis/dash/Comma) Spelling/Capitalization/ Punctuation</p> <p>ELAGSE8L1,2,3 ELAGSE8L5</p>	<p><b>Language</b> Study and Apply Grammar Verbs (Indicative/Imperative/Interrogative/Conditional/Subjective) Spelling/Capitalization/ Punctuation</p> <p>ELAGSE8L1,2,3 ELAGSE8L5</p>
<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise – Book 8 ELAGSE8L4,5,6</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise – Book 8 ELAGSE8L4,5,6</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise – Book 8 ELAGSE8L4,5,6</p>	<p><b>Vocabulary</b> General Academic and Domain Specific Wordly Wise – Book 8 ELAGSE8L4,5,6</p>
<p>Daily Oral Language Warm-Ups Grammar Practice/Review</p>	<p>Daily Oral Language Warm-Ups Grammar Practice/Review</p>	<p>Daily Oral Language Warm-Ups Grammar Practice/Review</p>	<p>Daily Oral Language Warm-Ups Grammar Practice/Review</p>

ELAGSE81,2,3,4,5,6

ELAGSE81,2,3,4,5,6

ELAGSE81,2,3,4,5,6

ELAGSE81,2,3,4,5,6



## Math (6-8)

Middle School:  
Course Descriptions and Sequences

**06 GSE Math Honors**

**Course Description:**

This is the first course in the “Honors” sequence of middle school courses offered at Peachtree Academy designed to provide students with a rigorous program of study in mathematics. In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**06 GSE Math Honors**

**Scope and Sequence:**

Unit of Study	Topics	Length of Time
Number System Fluency	Apply and extend previous understandings of multiplication and division to divide fraction by fractions. Compute fluently with multi-digit numbers and find common factors and multiples.	5 weeks
Rate, Ratio and Proportion	Understanding ratio concepts and use ratio reason to solve problems	4 weeks
Expressions	Apply and extend previous understanding of arithmetic to algebraic expressions	5 weeks
One-step Equations and Inequalities	Reason about and solve one-variable equations and inequalities.	4 weeks
Area and Volume	Solve real-world and mathematical problems involving area, surface area, and volume	5 weeks
Statistics	Develop understanding of statistical variability. Summarize and describe distributions	5 weeks
Rational explorations: Numbers and their Opposites	Apply and extend previous understandings of numbers to the system of rational numbers.	4 weeks
Unit 8 Show what we know	All standards for review	4 weeks

Middle School:  
Course Descriptions and Sequences

14

**06 GSE Math Honors**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Number System Fluency and Rate, Ratio, and Proportional Reasoning Using Equivalent Fractions:	Expressions and One-Step Equations and Inequalities	Area and Volume and Statistics	Rational Explorations: Numbers and their Opposites and Show What we know
<p><b>Standards</b></p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions. MGSE6.NS.1</p> <p>Compute fluently with multi-digit numbers and find common factors and multiples MGSE6.NS.2, 3, 4</p> <p>Understand ratio concepts and use ratio reasoning to solve problems MGSE6.RP.1, 2, 3</p>	<p><b>Standards</b></p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions MGSE6.EE.1, 2, 3, 4</p> <p>Reason about and solve one-step variable equations and inequalities MGSE6.EE.5, 6, 7, 8</p> <p>Represent and analyze quantitative relationships between dependent and independent MGSE6.EE.9</p> <p>Understand ratio concepts and use ratio reasoning to solve problems MGSE6.RP.1, 2, 3</p>	<p><b>Standards</b></p> <p>Solve real-world and mathematical problems involving area, surface area and volume MSG6.G.1, 2, 3, 4</p> <p>Develop understanding of statistical variability MSG6.SP.1, 2, 3</p> <p>Summarize and describe distributions MSG6.SP.4, 5</p>	<p><b>Standards</b></p> <p>Apply and extend previous understandings of numbers to the system of rational numbers MGSE6.NS.5, 6, 7, 8</p> <p>Solve real-world and mathematical problems involving area, surface area, and volume MSG6.G.1, 2, 3, 4</p>
<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>
<p><b>Writing</b></p> <p><u>Writing will consist of:</u> Daily Warm-up activities Math Notebook Short answer questions on tests.</p>			

Middle School:  
Course Descriptions and Sequences

**06/07A GSE Math Accelerated**

**Course Description:**

This is the first course in the “Accelerated” sequence of middle school courses offered at Peachtree Academy designed to provide students with a rigorous program of study in mathematics. Instructional time will focus on the following six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; (6) developing understanding of operations with rational numbers and working with expressions.

**06/07A GSE Math Accelerated**

**Scope and Sequence:**

Unit of Study	Topics	Length of time
Number System Fluency	Apply and extend previous understandings of multiplication and division to divide fraction by fractions. Compute fluently with multi-digit numbers and find common factors and multiples.	3 weeks
Rate, Ratio and Proportion	Understanding ratio concepts and use ratio reason to solve problems	3 weeks
Expressions	Apply and extend previous understanding of arithmetic to algebraic expressions	3 weeks
One-step Equations	Reason about and solve one-variable equations and inequalities.	3 weeks
Area and Volume	Solve real-world and mathematical problems involving area, surface area, and volume	4 weeks
Statistics	Develop understanding of statistical variability. Summarize and describe distributions	4 weeks
Operations with rational numbers	Decimal and Fraction Operations	3 weeks
Expressions & equations	Number Sense, Patterns, and Algebraic Thinking Equations, Inequalities and Functions Square Roots and Square Root Equations	4 weeks
Ratio and proportional relationships	Ratios, Rates and Proportions Percents	4 weeks



Middle School:  
Course Descriptions and Sequences

16

**06/07A GSE Math Accelerated**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Number System Fluency, Rate, Ratio, and Proportional Reasoning Using Equivalent Fractions and Expressions:	One-Step Equations and Inequalities and Area and Volume	Statistics, Rational Explorations: Numbers and their Opposites and Operations with Rational Numbers	Expressions and Equations and Ratios and Proportional Relationships
<p><b>Standards</b></p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions MGSE6.NS.1</p> <p>Compute fluently with multi-digit numbers and find common factors and multiples MGSE6.NS.2, 3, 4</p> <p>Understand ratio concepts and use ratio reasoning to solve problems MGSE6.RP.1, 2, 3</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions MGSE6.EE.1, 2, 3, 4</p>	<p><b>Standards</b></p> <p>Reason about and solve one-step variable equations and inequalities MGSE6.EE.5, 6, 7, 8</p> <p>Represent and analyze quantitative relationships between dependent and independent MGSE6.EE.9</p> <p>Understand ratio concepts and use ratio reasoning to solve problems MGSE6.RP.1, 2, 3</p> <p>Solve real-world and mathematical problems involving area, surface area and volume MSGSE6.G.1, 2, 3, 4</p>	<p><b>Standards</b></p> <p>Develop understanding of statistical variability MSGSE6.SP.1, 2, 3</p> <p>Summarize and describe distributions MSGSE6.SP.4, 5</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers MGSE6.NS.5, 6, 7, 8</p> <p>Solve real-world and mathematical problems involving area, surface area, and volume MSGSE6.G.1, 2, 3, 4</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers MSGSE7.NS.1, 2, 3</p>	<p><b>Standards</b></p> <p>Use properties of operations to generate equivalent expressions MSGSE7.EE.1, 2</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations MSGSE7.EE.3, 4</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems MSGSE7.RP.1, 2, 3</p> <p>Draw, construct, and describe geometrical figures and describe the relationships between them MSGSE7.G.1, 2, 3</p>
<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>
<p><b>Writing</b></p> <p><u>Writing will consist of:</u> Daily Warm-up activities Math Notebook Short answer questions on tests.</p>			

Middle School:  
Course Descriptions and Sequences

**07 GSE Math Honors**

**Course Description:**

This is the second course in the “Honors” sequence of middle school courses offered at Peachtree Academy designed to provide students with a rigorous program of study in mathematics. In this course Students will understand and use rational numbers, including signed numbers; solve linear equations in one variable; sketch and construct plane figures; demonstrate understanding of transformations; use and apply properties of similarity; examine properties of geometric shapes in space; describe and sketch solid figures, including their cross-sections; represent and describe relationships between variables in tables, graphs, and formulas; analyze the characteristics of linear relationships; and represent and analyze data using graphical displays, measures of central tendency, and measures of variation. Students will: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; Use properties of operations to generate equivalent expressions; Solve equations and inequalities; Draw, construct, and describe geometrical figures and describe the relationships between them; Use random sampling to draw inferences about a population; Draw informal comparative inferences about two populations; and Investigate chance -processes and develop, use, and evaluate probability models.

**07 GSE Math Honors**

**Scope and Sequence:**

Unit of Study	Topics	Length of time
Operations with rational numbers	Decimal and fraction Operations Fraction Operations	3 weeks
Expressions & equations	Number Sense, Patterns, and Algebraic Thinking Equations, Inequalities and Functions Square Roots and Square Root Equations	4 weeks
Ratio and proportional relationships	Ratios, Rates and Proportions Percents	5 weeks
Inferences	Repeated Multiplication Investigating Area Investigating Modeling Decimal Measuring Length Organizing Data Using the Median Modeling Equivalent Fractions Comparing Fractions Multiplication of Fractions Modeling Integer Addition Modeling Integer Subtraction	5 weeks
Geometry	Geometric Figures Measurement and Area Surface Area and Volume	5 weeks
Probability	Probability	4 weeks

Middle School:  
Course Descriptions and Sequences

**07 GSE Math Honors**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Operations with Rational Numbers and Expressions and Equations	Ratios and Proportional Relationships	Geometry and Inferences	Probability and Show What we know
<p><b>Standards</b></p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers MSGSE7.NS.1, 2, 3</p> <p>Use properties of operations to generate equivalent expressions MSGSE7.EE.1, 2</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations MSGSE7.EE.3, 4</p>	<p><b>Standards</b></p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems MSGSE7.RP.1, 2, 3</p> <p>Draw, construct, and describe geometrical figures and describe the relationships between them MSGSE7.G.1, 2, 3</p>	<p><b>Standards</b></p> <p>Draw, construct, and describe geometrical figures and describe the relationships between them MSGSE7.G.1, 2, 3</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume MSGSE7.G.4, 5, 6</p> <p>Use random sampling to draw inferences about a population MGSE7.SP.1, 2</p> <p>Draw informal comparative inferences about two populations MGSE7.SP.3, 4</p>	<p><b>Standards</b></p> <p>Investigate chance processes and develop, use and evaluate probability models MGSE7.SP.5, 6, 7, 8</p>
<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>	<p><b>Projects</b></p> <p>Math Notebook</p>
<p><b>Writing</b></p> <p><u>Writing will consist of:</u> Daily Warm-up activities Math Notebook Short answer questions on tests.</p>			

Middle School:  
Course Descriptions and Sequences

**07B/08 GSE Math Accelerated (Pre-Algebra)**

**Course Description:**

This is the second course in the “Accelerated” sequence of middle school courses offered at Peachtree Academy designed to provide students with a rigorous program of study in mathematics. In Accelerated 7B/8, instructional time should focus on the following five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**07B/08 GSE Math Accelerated (Pre-Algebra)**

**Scope and Sequence:**

Unit of Study	Topics	Length of time
Inferences	Investigations: Repeated Multiplication Investigating Area Investigating Modeling Decimal Measuring Length Organizing Data Using the Median Modeling Equivalent Fractions Comparing Fractions Modeling Integer Addition Modeling Integer Subtraction	4 weeks
Geometry	Geometric Figures Measurement and Area Surface Area and Volume	4 weeks
Probability	Probability	3 weeks
Transformations, congruence and similarity	Polygons & Angles Congruent Polygons Reflections and Symmetry Translations & Rotations	3 weeks\
Exponents	Rules of Exponents Negative & Zero Exponents Scientific Notation	3 weeks
Geometric applications of exponents	Pythagorean theorem Measurement, Area, & Volume	3 weeks
Linear Functions	Linear Equations & Graphs	3 weeks
Functions	Polynomials & Functions	4 weeks
Linear models and tables	Data Analysis & Probability	4 weeks

Middle School:  
Course Descriptions and Sequences

20

**07B/08 GSE Math Accelerated (Pre-Algebra)**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Transformations, Congruence, and Similarity and Exponents	Geometric Applications of Exponents and Functions	Linear Functions and Linear Models and Tables	Solving Systems of Equations and Show What we know
<p><b>Standards</b> Understand congruence and similarity using physical models, transparencies or geometry software MGSE8.G.1, 2, 3, 4, 5</p> <p>Work with radicals and integer exponents MGSE8.EE.1, 2, 3, 4</p> <p>Analyze and solve linear equations and pairs of simultaneous linear equations MGSE8.EE.7, 8</p> <p>Know that there are numbers that are not rational, and approximate them by rational numbers MGSE8.NS.1, 2</p>	<p><b>Standards</b> Understand and apply the Pythagorean Theorem MGSE8.G.6, 7, 8</p> <p>Solve real-world and mathematical problems involving volume of cylinders, cones and spheres MGSE8.G.9</p> <p>Work with radicals and integer exponents MGSE8.EE.1, 2, 3, 4</p> <p>Define, evaluate and compare functions MGSE8.F.1, 2, 3</p>	<p><b>Standards</b> Understand the connections between proportional relationships, lines, and linear equations MGSE8.EE.5, 6</p> <p>Define, evaluate and compare functions MGSE8.F.1, 2, 3</p> <p>Use functions to model relationships between quantities MGSE8.F.4, 5</p> <p>Investigate patterns of association in bivariate data MGSE8.SP.1, 2, 3, 4</p>	<p><b>Standards</b> Analyze and solve linear equations and pairs of simultaneous linear equations MGSE8.EE.7, 8</p>
<p><b>Projects</b> Math Notebook</p>	<p><b>Projects</b> Math Notebook</p>	<p><b>Projects</b> Math Notebook</p>	<p><b>Projects</b> Math Notebook</p>
<p><b>Writing</b></p> <p><u>Writing will consist of:</u> Daily Warm-up activities Math Notebook Short answer questions on tests.</p>			

**08 GSE Math Honors (Pre-Algebra)**

**Course Description:**

This is the last course in the “Honors” sequence of middle school courses offered at Peachtree Academy designed to provide students with a rigorous program of study in mathematics and prepare them for high school mathematics. In Grade 8, instructional time should focus on the following three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Middle School:  
Course Descriptions and Sequences

**08 GSE Math Honors (Pre-Algebra)**

**Scope and Sequence:**

Unit of Study	Topics	Length of time
Transformations, congruence and similarity	Polygons & Angles Congruent Polygons Reflections and Symmetry Translations & Rotations Similarity Dilations	4 weeks
Exponents	Fractions & Mixed Numbers Rules of Exponents Negative & Zero Exponents Scientific Notation Square Roots Rational & Irrational Numbers	4 weeks
Geometric Applications of Exponents	Pythagorean theorem Measurement, Area, & Volume	4 weeks
Linear Functions	Linear Equations & Graphs	4 weeks
Functions	Polynomials & Functions	3 weeks
Linear models and Tables	Data Analysis & Probability	6 weeks
Solving systems of equations	Systems of Linear Equations	4 weeks
Show what we know	Applications Selections	4 weeks

**08 GSE Math Honors (Pre-Algebra)**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Transformations, Congruence, and Similarity and Exponents	Geometric Applications of Exponents and Functions	Linear Functions and Linear Models and Tables	Solving Systems of Equations and Show What we know

Middle School:  
Course Descriptions and Sequences

<p><b>Standards</b> Understand congruence and similarity using physical models, transparencies or geometry software MGSE8.G.1, 2, 3, 4, 5</p> <p>Work with radicals and integer exponents MGSE8.EE.1, 2, 3, 4</p> <p>Analyze and solve linear equations and pairs of simultaneous linear equations MGSE8.EE.7, 8</p> <p>Know that there are numbers that are not rational, and approximate them by rational numbers MGSE8.NS.1, 2</p>	<p><b>Standards</b> Understand and apply the Pythagorean Theorem MGSE8.G.6, 7, 8</p> <p>Solve real-world and mathematical problems involving volume of cylinders, cones and spheres MGSE8.G.9</p> <p>Work with radicals and integer exponents MGSE8.EE.1, 2, 3, 4</p> <p>Define, evaluate and compare functions MGSE8.F.1, 2, 3</p>	<p><b>Standards</b> Understand the connections between proportional relationships, lines, and linear equations MGSE8.EE.5, 6</p> <p>Define, evaluate and compare functions MGSE8.F.1, 2, 3</p> <p>Use functions to model relationships between quantities MGSE8.F.4, 5</p> <p>Investigate patterns of association in bivariate data MGSE8.SP.1, 2, 3, 4</p>	<p><b>Standards</b> Analyze and solve linear equations and pairs of simultaneous linear equations MGSE8.EE.7, 8</p>
<p><b>Projects</b> Math Notebook</p>	<p><b>Projects</b> Math Notebook</p>	<p><b>Projects</b> Math Notebook</p>	<p><b>Projects</b> Math Notebook</p>
<p><b>Writing</b></p> <p>Writing will consist of: Daily Warm-up activities Math Notebook Short answer questions on tests.</p>			

### 08 GSE Algebra 1 / Geometry A Accelerated

#### **Course Description:**

This eighth grade math class is designed for students that will be placed in an accelerated sequence of high school math courses. This course differs from middle school math courses in both pacing and scope. The scope and pace is designed for students to be well prepared to enter college majoring in a science, technology, engineering, or mathematics field. It includes radical, polynomial and rational expressions, basic functions and their graphs, simple equations, complex numbers, quadratic and piecewise functions, sample statistics, and curve fitting. Application of mathematics to real world topics and appropriate use of technology to solve mathematical equations will be covered throughout the course. Focus will be placed on preparing the student for later mathematics courses in high school and college.

### 08 GSE Algebra 1 / Geometry A Accelerated

#### **Scope and Sequence:**

Unit of Study	Topics	Length of time
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Middle School:  
Course Descriptions and Sequences

Relationships Between Quantities	Foundations for Algebra	4 weeks
Reasoning with Equations and Inequalities	Equations Inequalities Systems of Equations	5 weeks
Linear and Exponential Functions	Functions	6 weeks
Describing Data	Describing Data Histogram Linear Models	3 weeks
Coordinate Plane	Reflections, Rotations, and Transformations	3 weeks
Connecting Algebra and Geometry Through Coordinates	Midpoint & Distance Formulas Perimeter, Circumference, & Area Parallel and Perpendicular Lines	4 weeks
Similarity, congruence, and proofs	Reasoning and Proof Congruent Triangles Similar Triangles	6 weeks
Right triangle trigonometry	Trigonometric Ratios Solving Right Triangles	3 weeks

**08 GSE Algebra 1 / Geometry A Accelerated  
Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Relationships Between Quantities and Expressions, Reasoning with Linear Equations and Inequalities, and Modeling and Analyzing Quadratic Functions	Modeling and Analyzing Exponential Functions and Comparing and Contrasting Functions	Describing Data and Transformations in the Coordinate Plane	Similarity, Congruence, and Proofs and Right Triangle Trigonometry
<p><b>Standards</b> Extend the properties of exponents to rational exponents. MGSE9-12.N.RN.1, 2</p> <p>Use properties of rational and irrational numbers. MGSE9-12.N.RN.3</p>	<p><b>Standards</b> Understand the concept of a function and use function notation. MGSE9-12.F.IF.1, 2, 3</p> <p>Build a function that models a relationship between two quantities.</p>	<p><b>Standards</b> Summarize, represent, and interpret data on a single or two categorical count or measurement variable. MGSE9-12.S.ID.1, 2, 3, 4, 5, 6</p> <p>Interpret linear models.</p>	<p><b>Standards</b> Understand similarity in terms of similarity transformations MGSE9-12.G.SRT.1, 2, 3</p> <p>Prove theorems involving similarity</p>



Middle School:  
Course Descriptions and Sequences

24

<p>Perform arithmetic operations on polynomials. MGSE9-12.A.APR.1</p> <p>Create equations that describe numbers or relationships. MGSE9-12.A.CED.1, 2, 3, 4</p> <p>Solve equations and inequalities in one variable. MGSE9-12.A.REI.3, 4</p> <p>Solve systems of equations. MGSE9-12.A.REI.5, 6, 7, 8, 9</p>	<p>MGSE9-12.F.BF.1, 2</p> <p>Interpret functions that arise in applications in terms of the context. MGSE9-12.F.IF.4, 5, 6</p> <p>Analyze functions using different representations. MGSE9-12.F.IF.7, 8, 9</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems. MGSE9-12.F.LE.1, 2, 3, 4</p>	<p>MGSE9-12.S.ID.7, 8, 9</p> <p>Experiment with transformations in the plane MGSE9-12.G.CO.1, 2, 3, 4, 5</p>	<p>MGSE9-12.G.SRT.4, 5</p> <p>Understand congruence in terms of rigid motions MGSE9-12.G.CO.6, 7, 8</p> <p>Prove geometric theorems MGSE9-12.G.CO.9, 10, 11</p> <p>Make geometric constructions MGSE9-12.G.CO.12, 13</p> <p>Define trigonometric ratios and solve problems involving right triangles MGSE9-12.G.SRT.6, 7, 8</p>
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## Science (6-8)

### 06 Earth Science

#### **Course Description:**

Sixth Grade Science is a study of Earth Science designed to give students fundamental understandings in geology, hydrology, meteorology, and astronomy. The course will allow students to explore materials and structures of Earth's surface, importance water and its role in processes on Earth, and Earth's place in the Solar System and Universe. Labs and Activities support the curriculum and build skills and thought processes for scientific inquiry. Reading science content and writing scientific concepts are an ongoing focus.

Middle School:  
Course Descriptions and Sequences

26

**06 Earth Science**

**Scope and Sequence:**

Unit of Study	Topics	Length of time
Introduction	What is Science?, Scientific Method, Safety, What is Earth Science?	1 weeks
Plate Tectonics	What is the structure of Earth?, Convection, Sea-floor Spreading, Continental Drift/Tectonic Theory, Plate Boundaries	2.5weeks
Volcanoes	3 Types, magma, eruptions, landforms	1 week
Faults, Earthquakes	3 fault types, Earthquakes- seismic waves, measurement, safety	1.5 weeks
Minerals	What is a mineral?, properties, identification	1 week
Rocks	3 types – classifying, formation processes, Rock Cycle	2 weeks
Change to rock and surface of Earth	Weathering, Erosion, Deposition	3 weeks
Soil	Formation of soil, importance, conservation	1 weeks
Fresh Water, Salt water	Distribution, Fresh- Surface and Underground Salt-properties	1 weeks
Ocean Motions	Waves, Currents, Tides	2 weeks
Energy Resources	Sources, effects, alternatives/conservation	1 weeks
The Atmosphere	Air, Layers, Air Pressure, Cyclone/Anti-Cyclone	2 weeks
Energy and Water in Atmosphere	Energy movement and Heat transfer, Water cycle, Global and Local Winds, Clouds, Precipitation	3-4 weeks
Air Masses and Fronts	Properties of air masses, 4 Types of Fronts	1.5 weeks
Storms	Causes, effects, safety for : Thunderstorms, Tornadoes, Hurricanes, Winter Storms	1 week
Weather Maps	Symbols, reading maps	1 week
Climate	Causes, regions, changes	1.5 week
Earth, Sun, Moon System	Day/Night, Moon Phases, Seasons, Solar and lunar Eclipses	2-3 weeks
Earth in the Universe	Where are we?, stars, galaxies, other things in the universe	2 weeks

Middle School:  
Course Descriptions and Sequences

**06 Earth Science**

**PACING GUIDE:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>TOPICS</b>            What is Science?            Scientific Method            What is the structure of Earth?            Continental Drift/Tectonic Theory            Plate Boundaries            Volcanoes            Earthquakes            Minerals            Rocks</p>	<p><b>TOPICS</b>            Complete Rocks            Weathering/Erosion/Deposition            Soil            Water distribution and Sources            Ocean Motions            Energy Resources</p>	<p><b>TOPICS</b>            Atmosphere            Energy and Water in Atmosphere            Winds            Air Masses and Fronts            Storms            Weather Maps</p>	<p><b>TOPICS</b>            Climate            Earth, Sun, Moon System            Stars, Galaxies. Universe</p>
<p><b>STANDARDS</b>            Students will investigate the scientific view of how the earth's surface is formed.            S6E</p>	<p><b>STANDARDS</b>            Students will recognize the significant role of water in earth processes.            S6E3             Students will investigate the scientific view of how the earth's surface is formed.            S6E5             Students will describe various sources of energy and with their uses and conservation.            S6E6</p>	<p><b>STANDARDS</b>            Students will recognize the significant role of water in earth Processes.            S6E3             Students will understand how the distribution of land and oceans affects climate and weather.            S6E4</p>	<p><b>STANDARDS</b>            Students will understand how the distribution of and and oceans affects climate and weather.            S6E4             Students will understand the effects of the relative positions of the earth, moon and sun.            S6E2             Students will explore current scientific views of the universe and how those views evolved.            S6E1</p>
<p><b>LABS/ACTIVITIES</b>            Various in class labs and activities to support the content and meet needs of different learning styles.</p>	<p><b>LABS/ACTIVITIES</b>            Various in class labs and activities to support the content and meet needs of different learning styles.</p>	<p><b>LABS/ACTIVITIES</b>            Various in class labs and activities to support the content and meet needs of different learning styles.</p>	<p><b>LABS/ACTIVITIES</b>            Various in class labs and activities to support the content and meet needs of different learning styles.</p>
<p><b>WRITING</b>            Summaries, short answer, Current Events</p>	<p><b>WRITING</b>            Summaries, short answer, Current Events</p>	<p><b>WRITING</b>            Summaries, short answer, Current Events</p>	<p><b>WRITING</b>            Summaries, short answer, Current Events</p>

Middle School:  
Course Descriptions and Sequences

28

**07 Life Science**

**Course Description:**

Seventh Grade Science is a study of Life Science designed to give students fundamental understanding of characteristics, needs, and structures and processes of living things and how organisms interact with their environments. Labs and Activities support the curriculum and build skills and thought processes for scientific inquiry. Reading science content and writing scientific concepts are an ongoing focus.

**07 Life Science**

**Scope and Sequence:**

Unit of Study	Topics	Length of time
Introduction	What is Science?, Scientific Inquiry, Safety, What is Life Science?	1 week
Living Things	Characteristics of Life, Classifying Organisms, Dichotomous Keys	2 weeks
Microscope	Development, use	1 week
Cell Structure	Prokaryotic, Plant, and Animal Cells, Cell structures and their functions	2 weeks
Materials in Cells	Types of materials, Cell transport	1.5 week
Energy Processes	Photosynthesis and Cellular Respiration	2 weeks
Cell Cycle	Mitosis and cell cycle	1 weeks
Organ systems	Structures and functions of - skeletal, muscular, respiratory, circulatory, digestive and functions of other systems.	3 weeks
Structures in living things	Plants, Structures in other animals	3 weeks
Genetics	Meiosis, Mendel's work, Punnett Squares, DNA structure and replication	2 - 2.5 weeks
Adaptations and Natural Selection	Darwin's Theory and evidence, Process of natural selection, adaptation to specific conditions through natural selection	2 weeks
Biomes	Biome types, locations and adaptations to conditions in each	2 weeks
Meeting needs of organisms in their environment	Review characteristics and needs of living things, biotic and abiotic factors, levels of organization in ecosystems	1 - 1.5 weeks
Energy in ecosystems	Food chains, energy pyramid and trophic levels	2 weeks

Middle School:  
Course Descriptions and Sequences

Changes in ecosystems	Succession - primary, secondary, pond	1 week
Human Impact	Current environmental issues and solutions	2 weeks

**07 Life Science**

**PACING GUIDE:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>TOPICS</b></p> <p>What is Science? Scientific Method Living Things Microscope Cell Structure Materials in Cells Energy Processes</p>	<p><b>TOPICS</b></p> <p>Finish Energy Processes Cell Cycle Organ Systems Structures in other living things</p>	<p><b>TOPICS</b></p> <p>Genetics Adaptations Natural Selection Biomes Meeting needs of organisms in their environment</p>	<p><b>TOPICS</b></p> <p>Energy in Ecosystems Changes in Ecosystems Human Impact</p>
<p><b>STANDARDS</b></p> <p>Students will investigate the diversity of living organisms and how they can be compared scientifically. S7L1</p> <p>Students will describe the structure and function of cells, tissues, organs, and organ systems. S7L2.</p>	<p><b>STANDARDS</b></p> <p>Students will describe the structure and function of cells, tissues, organs, and organ systems. S7L2.</p>	<p><b>STANDARDS</b></p> <p>Students will recognize how biological traits are passed on to successive generations. S7L3</p> <p>Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring. S7L5</p> <p>Students will examine the dependence of organisms on one another and their environments. S7L4</p>	<p><b>STANDARDS</b></p> <p>Students will examine the dependence of organisms on one another and their environments. S7L4</p>

Middle School:  
Course Descriptions and Sequences

<b>LABS/ACTIVITIES</b> Various in class labs and activities to support the content and meet needs of different learning styles.	<b>LABS/ACTIVITIES</b> Various in class labs, dissections and activities to support the content and meet needs of different learning styles.	<b>LABS/ACTIVITIES</b> Various in class labs and activities to support the content and meet needs of different learning styles. Field Trip	<b>LABS/ACTIVITIES</b> Various in class labs and activities to support the content and meet needs of different learning styles.
<b>WRITING</b> Summaries, short answer, Current Events	<b>WRITING</b> Summaries, short answer, Current Events	<b>WRITING</b> Summaries, short answer, Current Events	<b>WRITING</b> Summaries, short answer, Current Events

### 08 Physical Science

#### Course Description:

Physical Science is divided into two very distinct but related semesters. The first semester will be spent primarily studying matter and its interactions. The basis for the knowledge will be an understanding of the atom leading to how the periodic table is arranged, the variations of elements, the formation of different compounds, and how energy plays a role in the characteristics of particles. Second semester is a study of forces, motion, and energy and how the three topics intertwine. The math expectation of this course is one-step problems mostly involving no more than three variables with one unknown. The laboratory exercises will be a mixture of inquiry and structured activities.

For the current school year the textbook being used is **Interactive Science** by Pearson.

### 08 Physical Science

#### Scope and Sequence:

Unit	Topics	Length of Time
Matter	Introduction to Matter Atomic Structure Periodic Table Bonding	2 weeks 3 weeks 2 weeks 2 weeks
Chemistry in Motion	Chemical Reactions Chemical Changes Acids, Bases, Solutions Radiation	3 weeks 2 weeks 3 weeks 1 week
Motion and Forces	Patterns Between Forces and Matter Laws of Motion Energy Thermal Energy	2 weeks 2 weeks 2 weeks 2 weeks
Wave Energy	Electromagnetic waves Conservation of Energy Sound Magnetism and Electromagnetism	2 weeks 2 weeks 2 weeks 2 weeks

Middle School:  
Course Descriptions and Sequences

**08 Physical Science**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Matter</b> Introduction to Matter Atomic Structure Periodic Table Bonding</p>	<p><b>Chemistry in Motion</b> Chemical Reactions Chemical Changes Acids, Bases, Solutions Radiation</p>	<p><b>Motion and Forces</b> Patterns Between Forces and Matter Laws of Motion Energy Thermal Energy</p>	<p><b>Wave Energy</b> Waves Electromagnetic waves Conservation of Energy Sound Magnetism and Electromagnetism</p>
<p>Model Building Finding Patterns</p>	<p>Projects</p>	<p>Math of Ratios</p>	<p>Multiple Forms of Energy and Conservation</p>
<p><b>Standards</b> Investigate our current understanding of the atom. SPS1</p> <p>Explore the nature of matter, its classifications, and its system for naming type of matter. SPS2</p> <p>Investigate the arrangement of the Periodic Table. SPS4</p>	<p><b>Standards</b> Compare and contrast the phases of matter as they relate to atomic and molecular motion. SPS5</p> <p>Investigate the properties of solution. SPS6</p> <p>Distinguish the characteristics and components of radioactivity. SPS3</p>	<p><b>Standards</b> Determine relationships among force, mass, and motion. SPS8</p> <p>Compare and contrast the phases of matter as they relate to atomic and molecular motion. SPS5</p>	<p><b>Standards</b> Relate transformations and flow of energy within a system. SPS7</p> <p>Investigate the properties of waves. SPS9</p> <p>Investigate the properties of electricity and magnetism. SPS10</p>
<p><b>Vocabulary</b> General Academic and Science Specific</p>	<p><b>Vocabulary</b> General Academic and Science Specific</p>	<p><b>Vocabulary</b> General Academic and Science Specific</p>	<p><b>Vocabulary</b> General Academic and Science Specific</p>
<p><b>Writing</b></p> <p><b>Model Building</b> Labs Writing Summaries in Lab Reports</p> <p>Discovery of Patterns Writing conclusions</p> <p>Making and Reading Graphs</p> <p>Textbook and Handouts Chapters 1-3</p>	<p><b>Writing</b></p> <p><b>Reactions</b> Labs Writing Summaries in Lab Reports</p> <p>Demonstration of Physical versus Chemical Changes</p> <p>Models of Atomic Structure and Equations</p> <p>Textbook and Radiation Handouts Chapters 4, 5 Radiation Packet</p>	<p><b>Writing</b></p> <p><b>Forces</b> Labs Writing Summaries in Lab Reports</p> <p>Observing and Measuring</p> <p>Reading Mathematical Formulas and Story Problems</p> <p>Textbook and Handouts Chapters 6-8</p>	<p><b>Writing</b></p> <p><b>Work and Energy</b> Labs Writing Summaries in Lab Reports</p> <p>Conversion of Work to Energy</p> <p>Reading of Graphs and Application of Math</p> <p>Textbook and Handouts Chapters 9-11 Sound Supplement</p>



### 08 Physical Science High School Credit

**Course Description:**

Physical Science is divided into two very distinct but related semesters. The first semester will be spent primarily studying matter and its interactions. The basis for the knowledge will be an understanding of atomic structure leading to how the periodic table is arranged, the variations of elements, the formation of different compounds, and how energy plays a role in the characteristics of particles. Second semester is a study of forces, motion, and energy and how the three topics intertwine. The math expectations of the course consist of two step problems with multiple unknowns. The laboratory experiences will be structured, inquiry, and experimental design. The current textbook is **Physical Science: Concepts in Action** by Pearson.

### Physical Science High School Credit

**Scope and Sequence:**

Unit of Study	Topics	Length of Time
Matter	Introduction to Matter and Tools Atomic Structure Periodic Table	3 weeks 3 weeks 3 weeks
Chemistry in Motion	Chemical Reactions Bonding and Chemical Changes Acids, Bases, Solutions Radiation	2 weeks 3 weeks 2 weeks 1 week
Motion and Forces	Rates and Causation Patterns Between Forces and Matter Laws of Motion	3 weeks 3 weeks 3 weeks
Wave Energy	Forms of Energy Conservation of Energy Energy Transformation	3 weeks 2 weeks 3 weeks

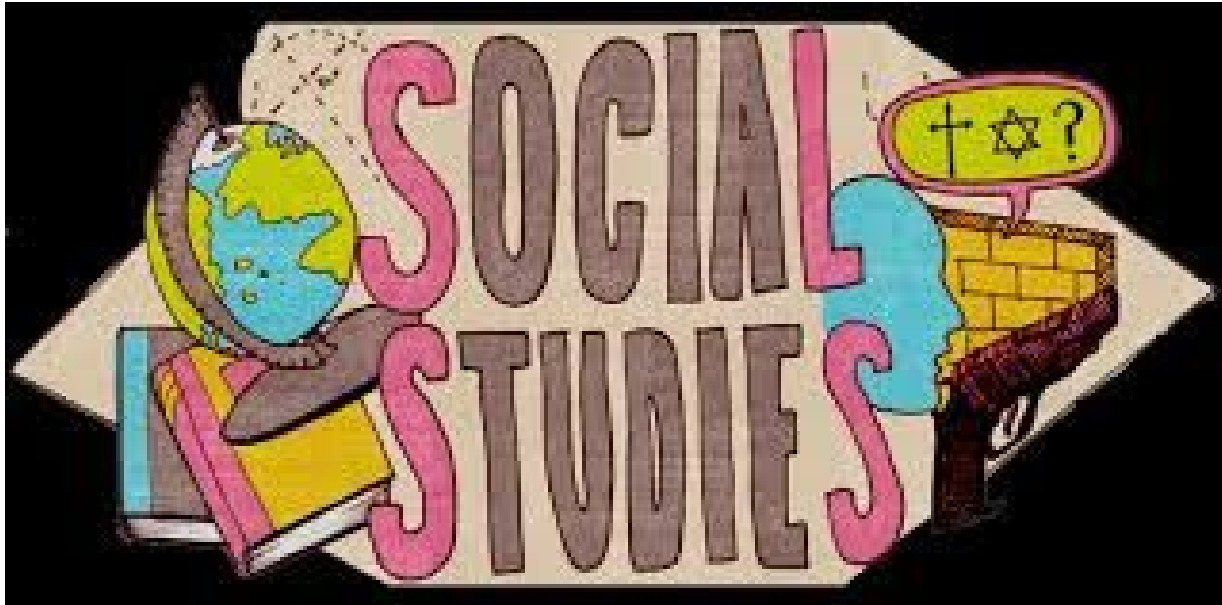
### Physical Science High School Credit

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<b>Matter</b> Tools of Science Atomic Structure Periodic Table	<b>Chemistry in Motion</b> Chemical Reactions Bonding and Chemical Changes Radiation	<b>Motion and Forces</b> Rates and Causation Patterns Between Forces and Matter Laws of Motion	<b>Energy</b> Forms of Energy Conservation of Energy Energy Transformation

Middle School:  
Course Descriptions and Sequences

<p>Model Building Finding Patterns</p>	<p>Projects</p>	<p>Math of Ratios</p>	<p>Multiple Forms of Energy and Conservation</p>
<p><b>Standards</b> Investigate our current understanding of the atom. SPS1</p> <p>Explore the nature of matter, its classifications, and its system for naming type of matter. SPS2</p>	<p><b>Standards</b> Investigate the arrangement of the Periodic Table. SPS4</p> <p>Compare and contrast the phases of matter as they relate to atomic and molecular motion. SPS5</p> <p>Investigate the properties of solution. SPS6</p> <p>Distinguish the characteristics and components of radioactivity. SPS3</p>	<p><b>Standards</b> Determine relationships among force, mass, and motion. SPS8</p> <p>Compare and contrast the phases of matter as they relate to atomic and molecular motion. SPS5</p>	<p><b>Standards</b> Relate transformations and flow of energy within a system. SPS7</p> <p>Investigate the properties of waves. SPS9</p> <p>Investigate the properties of electricity and magnetism. SPS10</p>
<p><b>Vocabulary</b> General Academic and Science Specific</p>	<p><b>Vocabulary</b> General Academic and Science Specific</p>	<p><b>Vocabulary</b> General Academic and Science Specific</p>	<p><b>Vocabulary</b> General Academic and Science Specific</p>
<p><b>Writing</b> Labs Writing Summaries in Lab Reports</p> <p>Discovery of Patterns Writing conclusions</p> <p>Making and Reading Graphs</p> <p>Textbook and Handouts Chapters 1-4</p>	<p><b>Writing</b> Labs Writing Summaries in Lab Reports</p> <p>Demonstration of Physical versus Chemical Changes</p> <p>Models of Atomic Structure and Equations</p> <p>Textbook and Radiation Handouts Chapters 5-8, 10 Radiation Packet</p>	<p><b>Writing</b> Labs Writing Summaries in Lab Reports</p> <p>Observing and Measuring</p> <p>Reading Mathematical Formulas and Story Problems</p> <p>Textbook and Handouts Chapters 11, 12, 14, 15</p>	<p><b>Writing</b> Labs Writing Summaries in Lab Reports</p> <p>Conversion of Work to Energy</p> <p>Reading of Graphs and Application of Math</p> <p>Textbook and Handouts Chapters 16-21</p>



## Social Studies (6-8)

### 06 Social Studies

#### Course Description:

Sixth grade Social Studies focuses on the Americas, Europe, and Australia. For each region, students will learn about geographic features, culture, religion, economy, government, and history. Students will also work on the skills needed for reading and writing regarding the content, interpret maps, charts and graphs, as well as a variety of projects and activities.

Middle School:  
Course Descriptions and Sequences

**06 Social Studies**  
**Scope and Sequence:**

Unit of Study	Topics	Book Chapters	Length of time	
Introduction	5 themes of Geography Review of Geographic terms Ancient Times/Renaissance	1 - 4	3-5 weeks	
Latin America	Geography History Culture	Government Economics	7	3-4 weeks
Latin America - Mexico	Geography History Culture	Government Economics	8	2-3 weeks
Latin America - South America	Geography History Culture	Government Economics	9	2-3 weeks
Latin America - Brazil	Geography History Culture	Government Economics	10	2-3 weeks
Europe	Physical & Early History		11	2-3 weeks
Europe - Western	Geography History Culture	Government Economics	12	2-3 weeks
Europe - Eastern	Geography History Culture	Government Economics	14	3-4 weeks
Europe - United Kingdom	Geography History Culture	Government Economics	13	3-4 weeks
Eurasia	Geography History Culture	Government Economics	15-16	4-5 weeks

**06 Social Studies**  
**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<b>TOPICS</b> Themes of Geography Geographic terms Ancient times/renaissance Latin America	<b>TOPICS</b> Mexico South America Brazil	<b>TOPICS</b> North America United States Canada	<b>TOPICS</b> Europe Western Europe Eastern Europe United Kingdom

Middle School:  
Course Descriptions and Sequences

<p><b>STANDARDS</b></p> <p>SS6H1 The student will describe the impact of European contact on Latin America.</p> <p>SS6G3 - The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.</p> <p>SS6G4.b- Explain why Latin America is a region based on the languages of Portuguese and Spanish.</p> <p>SS6CG1.b - Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.</p> <p>SS6H1.b - Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.</p>	<p><b>STANDARDS</b></p> <p>SS6G1.b Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.</p> <p>SS6G2 The student will discuss environmental issues in Latin America.</p> <p>SS6G3.a</p> <p>SS6E3.c Describe the role of natural resources in a country's economy</p> <p>SS6CG4.c Describe the two predominant forms of democratic governments: parliamentary and presidential</p> <p>SS6G11.b Describe the major religions in Europe; include Judaism, Christianity, and Islam.</p> <p>SS6G11 The student will describe the cultural characteristics of Europe</p> <p>SS6G8.b Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.</p>	<p><b>STANDARDS</b></p> <p>SS6H4 The student will describe the impact of European contact on Canada.</p> <p>SS6H4.a Describe the influence of the French and the English on the language and religion of Canada.</p> <p>SS6H4.b Explain how Canada became an independent nation.</p> <p>SS6H5 The student will analyze important contemporary issues in Canada.</p> <p>SS6H5.a Describe Quebec's independence movement.</p> <p>SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.</p> <p>SS6G5 The student will locate selected features of Canada.</p> <p>SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.</p> <p>SS6G7 The student will discuss environmental issues in Canada.</p> <p>SS6E2.c Explain the functions of the North American Free Trade Agreement (NAFTA).</p>	<p><b>STANDARDS</b></p> <p>SS6E7.c Describe the role of natural resources in a country's economy.</p> <p>SS6E5.b Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.</p> <p>SS6E5 The student will analyze different economic systems</p> <p>SS6CG5.a Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.</p> <p>SS6G12The student will be able to locate selected features of Australia.</p> <p>SS6G12.a Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.</p> <p>SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.</p> <p>SS6G13.a Describe how Australia's location, climate, and natural resources have affected where people live.</p>
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Middle School:  
Course Descriptions and Sequences

37

			<p>SS6G13.b Describe how Australia's location, climate, and natural resources impact trade.</p> <p>SS6G14 The student will describe the cultural characteristics of people who live in Australia</p> <p>SS6G14.a Explain the impact of English colonization on the language and religion of Australia.</p>
<p><b>PROJECTS</b></p> <p>Notebook checks Maps timelines</p>	<p><b>PROJECTS</b></p> <p>Notebook checks Maps timelines</p>	<p><b>PROJECTS</b></p> <p>Notebook checks Maps timelines</p>	<p><b>PROJECTS</b></p> <p>Notebook checks Maps timelines</p>

**07 Social Studies**

**Course Description:**

Seventh grade social studies focuses on Southwest Asia (Middle East), Southern and Eastern Asia, and Africa. For each region, students will learn about geographic features, culture, religion, economy, government, and history. Students will also work on the skills needed for reading and writing regarding the content, interpret maps, charts and graphs, as well as a variety of projects and activities

**07 Social Studies**

**Scope and Sequence:**

Unit of Study	Topics	Book Chapters	Length of Time
Introduction	5 themes of Geography Review of Geographic terms Ancient Times/Renaissance	1 - 4	3-5weeks

Middle School:  
Course Descriptions and Sequences

38

Middle East (SE Asia)	Geography Government History	Economics Culture	12, 22	3-4 weeks
SW Asia	Geography Government History	Economics Culture	18, 19	4-5 weeks
South Asia	Geography Government History	Economics Culture	19-20	4-5 weeks
Japan	Geography Government History	Economics Culture	21	2-3 weeks
Africa	Physical & Early History		11	2-3 weeks
Africa - north	Geography Government History	Economics Culture	12	3-4 weeks
Africa - west	Geography Government History	Economics Culture	13	3-4 weeks
Africa - SE and central	Geography Government History	Economics Culture	14	3-4 weeks

**07 Social Studies**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Topics</b></p> <p>Review 5 themes of Geography SW Asia SE Asia South Asia</p>	<p><b>Topics</b></p> <p>Japan/Koreas India subcontinent</p>	<p><b>Topics</b></p> <p>Islands of South Pacific Ocean</p>	<p><b>Topics</b></p> <p>Africa</p>
<p><b>Standards</b></p> <p>SS7E9.b Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos SS7E5.c Compare and contrast the economic</p>	<p><b>Standards</b></p> <p>SS7CG6 The student will compare and contrast various forms of government SS7CG7 The student will demonstrate an understanding of national</p>	<p><b>Standards</b></p> <p>SS7G11.a Describe the impact climate and location has on population distribution in Southern and Eastern Asia. SS7G10 The student will discuss environmental</p>	<p><b>Standards</b></p> <p>SS7G1 The student will locate selected features of Africa SS7CG2 The student will explain the structures of the modern governments of Africa.</p>

Middle School:  
Course Descriptions and Sequences

<p>systems in Israel, Saudi Arabia, and Turkey.  SS7G8.c Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.  SS7H2.c Describe how land and religion are reasons for continuing conflicts in the Middle East.  SS7G7.b Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.  SS7E10. Describe the role of natural resources in a country's economy  SS7G4.c Evaluate how the literacy rate affects the standard of living.  SS7CG6.b Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.  SS7E1.b Explain how most countries have a mixed economy located on a continuum between pure market and pure command.  SS7G8.b Explain the diversity of religions within the Arabs, Persians, and Kurds.  SS7G5.b Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.</p>	<p>governments in Southern and Eastern Asia.  SS7G9.b Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.  SS7G4.a Explain the differences between an ethnic group and a religious group  SS7G11.b Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel  SS7G10.b Describe the causes and effects of air pollution and flooding in India and China.  SS7G10.a Describe the causes and effects of pollution on the Yangtze and Ganges Rivers  SS7G11.a Describe the impact climate and location has on population distribution in Southern and Eastern Asia  SS7E8.c Compare and contrast the economic systems in China, India, Japan, and North Korea.  SS7H3.b Describe the impact of Mohandas Gandhi's belief in non-violent protest.</p>	<p>issues across Southern and Eastern Asia.  SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.  SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century  SS7G4.c Evaluate how the literacy rate affects the standard of living.</p>	<p>SS7G4 The student will describe the diverse cultures of the people who live in Africa.  SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.  SS7E6.b Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.  SS7E10.d Describe the role of entrepreneurship.  SS7E10.c Describe the role of natural resources in a country's economy.  SS7G3.a Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.  SS7E3.c Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.  SS7G2.b Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.  SS7E7.c Explain the role of oil in these countries' economies.</p>
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Middle School:  
Course Descriptions and Sequences

40

SS7G5.a Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip. SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).			
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**08 Social Studies (Georgia Studies)**

**Course Description:**

Students will trace the history of Georgia in the context of the development of the South and the United States. The chronological focus of the course includes a geographic overview, earliest inhabitants of Georgia, foundation of Georgia in the eighteenth century through the state's development in the twentieth century. Students also examine the characteristics of federal and state government, public issues, and citizen rights and responsibilities. In addition, the students will explore contemporary and historical comparisons of state and national political institutions. Student assessments will be both written and project based, and students will have the opportunity to work individually and in groups.

**08 Social Studies (Georgia Studies)**

**Scope and Sequence:**

Unit	Topics	Length of time
Georgia's Geography	Geographic Regions Climate and Weather Physical Features	3 weeks
Prehistoric Georgia	First Georgians Arrival of Explorers	3 weeks

Middle School:  
Course Descriptions and Sequences

41

Colonization to Royal Government	Georgia's Founding Life in Trustee Georgia Government in Royal Georgia Economic Development and Population Growth	3 weeks
American Revolution and National Government	British Policies Road to Revolution and Independence Basic Pillars of Government Declaration of Independence The Constitution	3 weeks
State and Local Government	Georgia's Legislative, Executive, and Judicial Branches Juvenile Justice System County, City, and Special-Purpose Districts	3 weeks
Indian Removal and Westward Expansion	Land and Economic Growth War of 1812 Indian Removal Manifest Destiny	3 weeks
Antebellum Period to the Civil War	Slavery in Georgia Georgia, the Nation, and Sectionalism Georgia Goes to War War Comes to Georgia	3 weeks
Reconstruction to Civil Rights	Political Reconstruction Economic and Social Reconstruction Thirteenth, Fourteenth, and Fifteenth Amendments	3 weeks
The New South	Bourbons, Populists, and Progressives A Step Backwards for Civil Rights Economy and Expansionism	3 weeks
World War I through World War II	World War I Roaring 20s The Great Depression The New Deal Georgia and World War II	3-4 weeks
Modern Georgia	The Civil Rights Movement Changing Politics Economy of Modern Georgia Education and Culture in Modern Georgia	3 weeks

**08 Social Studies (Georgia Studies)**

**Pacing Guide:**

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Georgia's Geography and Beginnings	Georgia in the Revolutionary Era Government and Law	From Constitution to Civil War and Reconstruction	From the New South to Modern Georgia
<b>Standards</b> Understand the History of Georgia. SS8H1,2	<b>Standards</b> Understand the History of Georgia. SS8H3,4,5	<b>Standards</b> Understand the History of Georgia. SS8H6,7	<b>Standards</b> Understand the History of Georgia. SS8H8, 9,10,11,12
Understands the	Understands the	Understands the	Understands the

Middle School:  
Course Descriptions and Sequences

42

<p>Geography of Georgia and how it drives the state's economy. SS8G1</p> <p>Understands the Government of Georgia. SS8CG1,2,3,4,5,6</p> <p>Understands Georgia's Economy SS8E1,2</p>	<p>Geography of Georgia and how it drives the state's economy. SS8G1</p> <p>Understands the Government of Georgia. SS8CG1,2,3,4,5,6</p> <p>Understands Georgia's Economy SS8E1,2,3,4</p>	<p>Geography of Georgia and how it drives the state's economy. SS8G2</p> <p>Understands the Government of Georgia. SS8CG1,2,3,4,5,6</p> <p>Understands Georgia's Economy SS8E1,2,3,4</p>	<p>Geography of Georgia and how it drives the state's economy. SS8G2</p> <p>Understands the Government of Georgia. SS8CG1,2,3,4,5,6</p> <p>Understands Georgia's Economy SS8E1,2,3,4,5</p>
<p><b>Projects/Activities</b> Scavenger Hunt Poster Cookie Map Assessment Flower Pot Project Mock Archaeological Dig</p>	<p><b>Projects/Activities</b> Construct a Colonial House Constitution Day Activity</p>	<p><b>Projects/Activities</b> Civil War Trading Cards Timeline Activity</p>	<p><b>Projects/Activities</b> Georgia Scrapbook Project and Oral Presentation</p>
<p><b>Writing</b> Writing will consist of:</p> <p>Quick Writes Reflection Papers for projects Short answer/extended response questions on tests.</p>			



## Middle School Electives

## Fine Arts

### MS Art

#### Course Description:

The visual arts program offers students comprehensive art experiences with detailed explorations in the classics such as painting, drawing, printmaking, graphic design, and crafts. In addition to gaining confidence and proficiency working with a variety of mediums, students will learn about the history, analysis, and interpretation of art.

*\*This is a one semester course.*

#### **Goals of Visual Arts Education:**

Art in school is both a body of knowledge and a series of activities. Fundamentally, learning in art has four major components. The goal of art education is the development of these areas.

\*by making art (art production);

\*by responding to and making judgements about the properties and qualities that exist in visual forms (art criticism);

\*by acquiring knowledge about the contributions artists and art make to culture and society (art history);

\*by understanding the nature, meaning, and value of art (aesthetics).

### MS Art

#### Scope and Sequence:

*\*This is a one semester course.*

Unit	Topics	Length of Time
Principles of Art	8 Common Art Principles	1.5 Weeks
Elements of Art	9 Elements of Art and Design	1.5 Weeks
Positive and Negative Space	How space is important to art	2 weeks
One Point Perspective	Learn to draw using a vanishing point.	2 weeks
Two Point Perspective	Learn to draw using 2 vanishing points	2 weeks
Drawing	Drawing what you see	2 weeks
Shading	Taking a 2-D drawing and making a 3-D form	2 weeks
Fabric Manipulation	Upcycling and Tie Dye	2 weeks
Weaving and Tapestry	Weaving terms and vocabulary	1 week
Sculpture	3-D characters made from sketchbook ideas	2 weeks

Middle School:  
Course Descriptions and Sequences

**MS Art**

**Missing Pacing Guide:**

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<p><b><u>TOPICS</u></b> Principles and Elements of Art &amp; Design. Positive &amp; negative space in design. Perspective drawing.</p>	<p><b><u>TOPICS</u></b> How to turn a 2-D drawing into a 3-D form. Shading and highlighting. Fabric manipulation and weaving. Sculpture.</p>
<p><b><u>STANDARDS</u></b> Engages in the creative process to generate and visualize ideas VA8MC.1</p> <p>Engages in art making process with care and craftsmanship. VA8PR.1</p> <p>Produces an array of two-dimensional and three-dimensional artistic processes and techniques using a variety of media and technology. VA8PR.3</p> <p>Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop and preserve ideas in order to produce works of art. VA8PR.4</p> <p>Reflects and expands the use of visual language throughout the artistic process. VA8AR.2</p>	<p><b><u>STANDARDS</u></b> Engages in the creative process to generate and visualize ideas VA8MC.1</p> <p>Identifies and works to solve problems through authentic engagement (thinking, planning, and experimenting) with art methods and materials, exploring the nature of creativity. VA8MC.2</p> <p>Discovers how the creative process relates to art history. VA8CU.1</p> <p>Investigates and discovers personal relationship to community, culture, and world through making and studying art. VA8CU.2</p>
<p><b><u>PROJECTS</u></b> Students create a collage with principles of design that include: color, line, shape, texture, space, form, unity, &amp; balance.</p> <p>Students create Noton squares that reflect mirror image &amp; positive/negative space.</p> <p>Students create several one point and two point perspective drawings. This includes letters, words, landscapes, and city blocks.</p>	<p><b><u>PROJECTS</u></b> Students learn shading techniques that enable them to transform 2-D shapes into 3-D objects.</p> <p>Students upscale recycled fabrics into tie dye tapestry. Students weave yarn using traditional weaving techniques.</p> <p>Students create characters out of clay.</p>

Middle School:  
Course Descriptions and Sequences

<p><b>WRITING</b></p> <p>Students use sketchbooks for planning and thumbnail sketches to brainstorm ideas that will be reflected in final projects.</p>	<p><b>WRITING</b></p> <p>Students use sketchbooks to draw and sketch still life objects to shade and highlight.</p> <p>Students use sketchbooks to create a backstory &amp; portrait of a character they will later make a clay sculpture of.</p>
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**MS Band**

**Course Description:**

The music program offers students comprehensive music experiences with detailed explorations in the classics such as performance, music literacy, theory, sight-reading, ear-training, and music history. In addition to gaining confidence and proficiency working with a variety of media, students will learn about the analysis and interpretation of music.

**MS Band**

**Scope and Sequence:**

Unit	Topics	Length of Time
Theory	Music Vocabulary Rhythm Note Reading	All Year All Year All Year
Analysis	Form Dynamics Expression/Phrasing History	All Year All Year All Year All Year
Rehearsal	Classroom Rehearsal Personal Practice Techniques	All Year All Year
Performance	Etiquette All State/Solo and Ensemble Music Christmas Concert Music Festival/Spring Concert Music Solo and Ensemble/Spring Concert Music	All Year 9 weeks 9 weeks 9 weeks 9 weeks

Middle School:  
Course Descriptions and Sequences

**MS Band**  
**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Theory</b> Music Vocabulary Rhythm Note Reading</p>	<p><b>Theory</b> Music Vocabulary Rhythm Note Reading</p>	<p><b>Theory</b> Music Vocabulary Rhythm Note Reading</p>	<p><b>Theory</b> Music Vocabulary Rhythm Note Reading</p>
<p><b>Standards</b> Reading and notating music MMSBB.3</p> <p>Composing and arranging music within specified guidelines MMSBB.5</p>	<p><b>Standards</b> Reading and notating music MMSBB.3</p> <p>Composing and arranging music within specified guidelines MMSBB.5</p>	<p><b>Standards</b> Reading and notating music MMSBB.3</p> <p>Composing and arranging music within specified guidelines MMSBB.5</p>	<p><b>Standards</b> Reading and notating music MMSBB.3</p> <p>Composing and arranging music within specified guidelines MMSBB.5</p>
<p><b>Analysis</b> Form Dynamics Expression History</p>	<p><b>Analysis</b> Form Dynamics Expression History</p>	<p><b>Analysis</b> Form Dynamics Expression History</p>	<p><b>Analysis</b> Form Dynamics Expression History</p>
<p><b>Standards</b> Listening to, analyzing, and describing music MMSBB.6</p> <p>Evaluating music and music performances MMSBB.7</p> <p>Understanding relationships between music, the other arts, and disciplines outside</p>	<p><b>Standards</b> Listening to, analyzing, and describing music MMSBB.6</p> <p>Evaluating music and music performances MMSBB.7</p> <p>Understanding relationships between music, the other arts, and disciplines outside</p>	<p><b>Standards</b> Listening to, analyzing, and describing music MMSBB.6</p> <p>Evaluating music and music performances MMSBB.7</p> <p>Understanding relationships between music, the other arts, and disciplines outside</p>	<p><b>Standards</b> Listening to, analyzing, and describing music MMSBB.6</p> <p>Evaluating music and music performances MMSBB.7</p> <p>Understanding relationships between music, the other arts, and</p>



Middle School:  
Course Descriptions and Sequences

the arts MMSBB.8	the arts MMSBB.8	the arts MMSBB.8	disciplines outside the arts MMSBB.8
<b>Rehearsal</b> Classroom rehearsal Personal Practice	<b>Rehearsal</b> Classroom rehearsal Personal Practice	<b>Rehearsal</b> Classroom rehearsal Personal Practice	<b>Rehearsal</b> Classroom rehearsal Personal Practice
<b>Standards</b> Reading and notating music MMSBB.3	<b>Standards</b> Reading and notating music MMSBB.3	<b>Standards</b> Reading and notating music MMSBB.3	<b>Standards</b> Reading and notating music MMSBB.3
<b>Performance</b> Etiquette Fall Concert Music	<b>Performance</b> Etiquette Christmas Music	<b>Performance</b> Etiquette Festival/Spring Concert Music	<b>Performance</b> Etiquette Solo and Ensemble Music/Spring Concert Music
<b>Standards</b> Performing on instruments, alone and with others, through a varied repertoire of music MMSBB.2	<b>Standards</b> Performing on instruments, alone and with others, through a varied repertoire of music MMSBB.2	<b>Standards</b> Performing on instruments, alone and with others, through a varied repertoire of music MMSBB.2	<b>Standards</b> Performing on instruments, alone and with others, through a varied repertoire of music MMSBB.2

**MS Chorus**

**Course Description:**

Middle School Chorus is designed to introduce the fundamentals of voice and singing as well as survey different varieties of music genres and musical expressions. Each student is expected to actively participate in daily in-class activities as well as completion of homework assignments, quizzes, tests, and projects. Because chorus is a performance-based class, students will also be required to attend all rehearsals and performances. Each student's grade will be based on completion of the each of those types of assignments.

Middle School:  
Course Descriptions and Sequences

**MS Chorus**

**Scope and Sequence:**

Unit	Topics	Length of Time
Theory	Music Vocab Rhythm Note Reading	Quarters 1-4
Analysis	Form Dynamics Expression History	Quarters 1-4
Rehearsal	Classroom Personal Practice	Quarters 1-4
Performance	Etiquette Fall Concert Music Christmas Concert Spring Concert Solo/Ensemble Festival GICAA Literary Festival	Quarters 1-4

**MS Chorus**

**Pacing Guide:**

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<b>Theory</b> Music Vocabulary Pitch, Rhythm, Scales, Dynamics Rhythm Basic 16th-whole note Note Reading Treble/Bass Clef Vocal Parts 2-3part	<b>Theory</b> Music Vocabulary Pitch, Rhythm, Scales, Dynamics Rhythm Basic 16th-whole note Note Reading Treble/Bass Clef Vocal Parts 2-3part	<b>Theory</b> Music Vocabulary Pitch, Rhythm, Scales, Dynamics Rhythm Basic 16th-whole note Note Reading Treble/Bass Clef Vocal Parts 2-3part	<b>Theory</b> Music Vocabulary Pitch, Rhythm, Scales, Dynamics Rhythm Basic 16th-whole note Note Reading Treble/Bass Clef Vocal Parts 2-3part
<b>Music Analysis</b> Form Dynamics Expression History Vocabulary	<b>Music Analysis</b> Form Dynamics Expression History Vocabulary	<b>Music Analysis</b> Form Dynamics Expression History Vocabulary	<b>Music Analysis</b> Form Dynamics Expression History Vocabulary

Middle School:  
Course Descriptions and Sequences

50

<p><b>Rehearsal</b> Classroom Warm-up, Sight Read, Vocab reinforcement, Sectionals Personal Practice Listening Logs with Recordings</p>	<p><b>Rehearsal</b> Classroom Warm-up, Sight Read, Vocab reinforcement, Sectionals Personal Practice Listening Logs with Recordings</p>	<p><b>Rehearsal</b> Classroom Warm-up, Sight Read, Vocab reinforcement, Sectionals Personal Practice Listening Logs with Recordings</p>	<p><b>Rehearsal</b> Classroom Warm-up, Sight Read, Vocab reinforcement, Sectionals Personal Practice Listening Logs with Recordings</p>
<p><b>Performance</b> Etiquette Dress, Appearance, Respect Stage Presence Facial Animation, Stance, Choreography Staging Props, Costuming Choral Festival Auditioned- Opportunities Harvest Festival Small Ensemble Praise Band</p>	<p><b>Performance</b> Etiquette Dress, Appearance, Respect Stage Presence Movement, Connection, Emotion Staging Props, Costuming Christmas Concert Auditioned- Opportunities Christmas on the Square Concert Solos</p>	<p><b>Performance</b> Etiquette Dress, Appearance, Respect Stage Presence Energy, Eye Contact, Staging Props, Costuming Spring Concert Music Auditioned- Opportunities GICAA Literary Panther Showcase</p>	<p><b>Performance</b> Etiquette Dress, Appearance, Respect Stage Presence Be Prepared, Work well with group members Staging Props, Costuming Solo and Ensemble Music Auditioned- Opportunities Solo/Ensemble Concert Solos</p>

**MS Drama I/II**

**Course Description:**

Welcome to Drama class! Whether you love the stage or not, taking drama class will immensely help your public speaking and reading and memorization skills. Throughout this semester-long course, students will have the opportunity to sharpen their skills through improv, self and peer critique, journaling, and learning a brief history of the theatre.

*\*This is a one semester course.*

**MS Drama I/II**

**Scope and Sequence:**

*\*This is a one semester course.*

Unit	Topics	Length of time
Unit 1: Introduction to Theatre	Introduction to Theater Self and Peer Evaluation	Week 1
Unit 2: Introduction to Improv	Improvational Skills	Week 2
Unit 3: Scene Work	Monologues and Duets Memorization Skills	Week 3
Unit 4: Acting	Actor's Voice Actor's Body Mock Auditions	Week 4
Unit 5: Characterization	Well-defined Characters Characterization Activities	Week 5
Unit 6: History of the Theatre	First Performances History of Theatre compared to World History	Weeks 6-9

Middle School:  
Course Descriptions and Sequences

Unit 7: Play Production	How to Put on a Play Production Mood Staging Costuming and Props	Weeks 10-12
Unit 8: Improvisation Skills	In-depth Improv Skills When to Improv	Weeks 13-15
Unit 9: Performance	Final Preparations and Rehearsals for School Productions	Weeks 16-18

**MS Drama I/II**

**Pacing Guide:**

*\*This is a one semester course.*

1st Nine Weeks	2nd Nine Weeks
<p><b>Activities</b> Introduction to Theatre Evaluation Improv Memorization of Monologues and Duets Acting and Characterization</p>	<p><b>Activities</b> History of the Theatre Unit View One-Act and Scenes from Full Plays Advanced Improv Auditions Rehearsals Final Play Performance</p>
<p><b>Standards</b> Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media TAMS6.1</p> <p>Developing scripts through improvisation and other theatrical methods TAMS6.2</p> <p>Acting by developing, communicating, and sustaining roles within a variety of situations and environments TAMS6.3</p> <p>Designing and executing artistic and technical elements of theatre TAMS6.4</p> <p>Directing by conceptualizing, organizing, and conducting rehearsals for performance TAMS6.5</p>	<p><b>Standards</b> Researching cultural and historical information to support artistic choices TAMS6.6</p> <p>Integrating various art forms, other content areas, and life experiences to create theatre TAMS6.7</p> <p>Examining the roles of theatre as a reflection of past and present civilizations TAMS6.8</p> <p>Exploring the careers and business of theatre TAMS6.9</p> <p>Critiquing various aspects of theatre and other media using appropriate supporting evidence TAMS6.10</p> <p>Engaging actively and appropriately as an audience member in theatre or other media experiences TAMS6.11</p>
<b>Writing</b>	

Middle School:  
Course Descriptions and Sequences

52

Writing will consist of:

1. Self and peer critique.
2. Self Improvement Plans
3. Journaling
4. Extended response questions for Theatre History Unit.

### **MS Music Theory**

#### **Course Description:**

Music Theory studies what makes music so pleasant (or not pleasant). Topics will include rhythm, consonance, dissonance, melody, scales, and basic harmony. Music Theory will introduce the principles of harmony in music beginning with musical notation, rhythmic counting, and some composition. This course is a semester long class.

***\*This is a one semester course.***

### **MS Music Theory**

#### **Scope and Sequence:**

***\*This is a one semester course.***

Topics	Length of time
Staff Treble/Bass Clef	3 weeks
Treble Clef Notes Bass Clef Notes Whole Note Half Note Quarter Note	4 weeks
Measures Time Signatures Note Values Rest Values	4-5 weeks
Dotted Notes Elghth Notes	3 weeks
Ties Slurs	4 weeks
Accidentals Half-Steps	3 weeks
Dynamics Tempos	2 weeks

## MS Music Theory

### Pacing Guide:

*\*This is a one semester course.*

1st Quarter	2nd Quarter
<p><b>Music Vocabulary</b> Treble Clef Bass Clef Whole Note/Rest Half Note/Rest Quarter Note/ Rest</p>	<p><b>Music Vocabulary</b> Eighth Note/Rest Dotted Notes/Rests Slur Ties Dynamics Tempo</p>
<p><b>Standards</b> Reading and notating music M7GM.3</p> <p>Listening to, analyzing, and describing music M7GM.6</p> <p>Understanding relationships between music, the other arts, and disciplines outside the arts M7GM.8</p>	<p><b>Standards</b> Reading and notating music M7GM.3</p> <p>Listening to, analyzing, and describing music M7GM.6</p> <p>Understanding relationships between music, the other arts, and disciplines outside the arts M7GM.8</p>
<p><b>Notation</b> Notes in Treble Clef Notes in Bass Clef Basic Rhythms</p>	<p><b>Notation</b> Accidentals Half Step Whole Step</p>
<p><b>Standards</b> Improvising melodies, variations, and accompaniments M7GM.4</p> <p>Composing and arranging music within specified guidelines M7GM.5</p>	<p><b>Standards</b> Improvising melodies, variations, and accompaniments M7GM.4</p> <p>Composing and arranging music within specified guidelines M7GM.5</p>

## Public Speaking (MS Communication Skills)

### Course Description:

Communication Skills is a one-semester course aimed at introducing students to the basic concepts of public speaking. The class aims to make students not only better communicators, but better rhetoricians; students who are capable of using sound and ethical rhetoric and of analyzing other forms of communication for subtle usage of logos, ethos and pathos.

*\*This is a one semester course.*

Middle School:  
Course Descriptions and Sequences

54

**Public Speaking (MS Communication Skills)**

**Scope and Sequence:**

*\*This is a one semester course.*

Unit	Topics	Length of time
Unit 1: Foundations of Communication	Introduction to Communication Self-Awareness and Perception	Week 1
Unit 2: Understanding Verbal and Nonverbal messages	Verbal Messages Nonverbal Messages	Week 2
Unit 3: Listening and Responding; Culture and Gender Differences	Listening and Responding Culture and Gender Differences	Week 3
Unit 4: Interpersonal, Small Group, and Organizational Communication	Interpersonal Communication Group and Organizational Communication	Week 4
Unit 5: Speech; Introduction to Public Speaking	Understanding Public Speaking Getting Started: Choosing a Topic, Purpose and Thesis	Week 5
Unit 6: Preparing and Delivering your speech	Research and Supporting Materials Writing Your Presentation Delivering Your Presentation	Weeks 6-9
Unit 7: Informative and Persuasive Speeches	Speaking to Inform Speaking to persuade	Weeks 10-12
Unit 8: Preparing your Persuasive/Informative Speech	Choosing a Persuasive/Informative Topic, Purpose and Thesis Research and Supporting Materials Writing Your Persuasive/Informational Presentation	Weeks 13-15
Unit 9: Delivering your speech	Delivering Your Persuasive/Informational Presentation	Weeks 16-18

**Public Speaking (MS Communication Skills)**

**Pacing Guide:**

*\*This is a one semester course.*

1st Nine Weeks	2nd Nine Weeks
<p><b>Activities</b></p> <p>“Who’s on First?” Silent Movie Art &amp; Poetry Critique Active Listening Know Your Audience Job Interview</p>	<p><b>Activities</b></p> <p>Group Presentations--Social and Mass Media Adversitement Television Newscast Truth in Advertising Project</p>

Middle School:  
Course Descriptions and Sequences

55

<p><b>Standards</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ELAGSE6SL1</p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ELAGSE6SL2</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ELAGSE6SL3</p>	<p><b>Standards</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ELAGSE6SL1</p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ELAGSE6SL2</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ELAGSE6SL3</p>
<p><b>Writing</b> <i>Writing will consist of:</i> Analyses of famous speeches Reflections/evaluations of self and others' presentations Research Paper</p>	

# Foreign Language

## Spanish I

### **Course Description:**

Spanish I is the introductory Spanish language course designed to develop skills in speaking, listening comprehension, reading and writing, as well as familiarize students with aspects of the target culture. It is designed to provide students with the ability to begin learning the fundamentals of reading, writing, speaking and listening to Spanish and also enlighten students in the Latin American and Spanish Culture.



Middle School:  
Course Descriptions and Sequences

56

**Spanish I**  
**Scope and Sequence:**

Unit	Topics	Length of time
Leccion preliminar Hola! Nueva York	Spanish alphabet Greetings & introductions Numbers from 1-10 Days of the week Weather Classroom phrases	3 weeks
Unit 1 Un rato con los amigos Estados Unidos	Subject pronouns and ser Gustar with an infinitive Snack foods & beverages After school activities Describing yourself and others	2 weeks
Unit 2 Vamos a la escuela! Mexico	Verbs tener, estar & ir Present tense of -AR verbs Daily schedules Time & numbers 11-100 Describe classes, location & expressing feelings	2-3 weeks
Unit 3 Comer en familia Puerto Rico	Gustar with nouns Present tense of -ER & -IR verbs Possessive adjectives Meals & food Asking questions Family, dates & numbers from 200-1,000,000	3 -weeks
Unit 4 En el centro Espana	Stem-changing verbs Clothing & shopping Places & events Getting around town Restaurant vocabulary	1-2 weeks
Unit 5 Bienvenido a nuestra casa Ecuador	Ser vs estar Ordinal numbers Irregular verbs & affirmative tu commands Planning & chores	2 weeks
Unit 6 Mantener un cuerpo sano Republica Dominicana	Verb jugar; saber vs conocer Personal a Preterite of regular -AR verbs & -CAR, -GAR & -ZAR verb Sports	2 weeks

Middle School:  
Course Descriptions and Sequences

	Staying healthy Parts of the body	
Unit 7 Una semana fenomenal! Argentina	Preterite of -ER & -IR verbs Preterite of ir, ser & hacer Pronouns after prepositions & affirmative & negative words Sending emails, making phone calls & places of interest	2-3 weeks
Unit 8 Una rutina diferente Costa Rica	Reflexive verbs & present progressive Indirect object pronouns & demonstrative adjectives Daily routines Vacation plans Discussing vacation & leisure activities	2 weeks

**Spanish I**  
**Pacing Guide:**

1 <sup>st</sup> Nine Weeks Preliminary Lesson – Unit 2	2 <sup>nd</sup> Nine Weeks Units 3-4	3 <sup>rd</sup> Nine Weeks Units 5-6	4 <sup>th</sup> Nine Weeks Units 7-8
<p><b>Vocabulary</b> Alphabet, greetings, numbers, Days of the Week and Months of the Year, subject pronouns, begin on basic verbs (to be, to have, etc.)</p>	<p><b>Vocabulary</b> Vocab in relation to Day of the Dead, food &amp; beverages, talk about family, pet and ages, give dates and discuss birthdays, discuss clothing items, shopping and seasons, describe places, events and intro to food</p>	<p><b>Vocabulary</b> Describe houses &amp; household items, planning parties, responsibilities/chores, gifts, sports, parts of the body, health-related words &amp; expressions, outdoor activities</p>	<p><b>Vocabulary</b> Talk about technology, negative &amp; indefinite situations, events, talk on the phone, amusement park, extend invitations, places of interest, talk about typical day, daily routine, vacations, what you are doing</p>
<p><b>Grammar</b> Basic greetings, regular verb conjugations in the present tense for –AR verbs, “gustar” and verbs like “gustar”, use of pronouns, adjective-noun agreement, article-noun agreement, irregular verbs in the present tense (ir, ver, ser, estar)</p>	<p><b>Grammar</b> Express possession &amp; possessive adjectives, learn comparatives, introduce conjugations of present tense of –ER/-IR verbs, interrogatives, learn “gustar” used with infinitive, “tener” expressions, stem-changing verbs (e→ie, o→ue, e→i), direct object pronouns, &amp; learn</p>	<p><b>Grammar</b> “Ser” vs. “estar”, ordinal numbers, discuss more irregular verbs, affirmative tú commands, “saber” vs. “conocer”, “jugar”, “doler”(talk about pain), preterite of –AR verbs, preterite of –car, –gar, &amp; –zar verbs Quarterly project demonstrating writing ability and grammar</p>	<p><b>Grammar</b> Preterite of –ER/-IR verbs, affirmative &amp; negative words, the use of “¡Qué+adj.!” , preterite of “ser”, “ir” &amp; “hacer”, pronouns after prepositions, reflexive verbs, present progressives, indirect object pronouns, demonstrative adjectives</p>

Middle School:  
Course Descriptions and Sequences

58

	to talk about how one will do something in the near future (ir+a+infinitive)		
<p><b>Reading</b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>	<p><b>Reading</b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>	<p><b>Reading</b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>	<p><b>Reading</b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>
<p><b>Writing</b></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>	<p><b>Writing</b></p> <p>Constructing a paragraph for project on Day of the Dead, various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>	<p><b>Writing</b></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>	<p><b>Writing</b></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>
<p><b>Listening</b></p> <p>Be able to understand basic class instructions in Spanish &amp; responses to questions</p>	<p><b>Listening</b></p> <p>Begin to be able to understand instructions related to lessons, continue practice understanding class instructions &amp; responses to questions</p>	<p><b>Listening</b></p> <p>Begin to be able to understand instructions related to lessons, continue practice understanding class instructions &amp; responses to questions</p>	<p><b>Listening</b></p> <p>Begin to be able to understand instructions related to lessons, continue practice understanding class instructions &amp; responses to questions</p>
<p><b>Speaking</b></p> <p>Conversational activities with related to grammar topics Be able to ask to go to the bathroom, office or to get water in Spanish <i>Quarterly project demonstrating speaking ability</i></p>	<p><b>Speaking</b></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>	<p><b>Speaking</b></p> <p>Conversational activities related to grammar topics <i>Quarterly project demonstrating speaking ability</i></p>	<p><b>Speaking</b></p> <p>Conversational activities related to grammar topics <i>Quarterly project demonstrating speaking ability</i></p>
<p><b>Culture</b></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p><b>Culture</b></p> <p><i>Day of the Dead Project</i> Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p><b>Culture</b></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p><b>Culture</b></p> <p><i>Culture Food Project</i> Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>

Middle School:  
Course Descriptions and Sequences

<p><b>Standards</b> Use basic greetings, farewells, and expressions of courtesy. Ask for clarification. Comprehend basic directions. MLI.IP1</p> <p>Use formal and informal forms of address. Understand simple instructions. MLI.IP2</p> <p>Differentiate among statements, questions, and exclamations. Give basic information about self and others using suggested topics.</p> <p>Demonstrate Novice-Mid proficiency in oral and written presentations. MLI.IP2</p> <p>Give information about current events of target cultures. Understand the impact of current events of target cultures. MLI.CCC</p>	<p><b>Standards</b> Express like/dislike, emotions, and agreement/disagreement. Make simple requests. MLI.IP1</p> <p>Identify the main ideas and some details when reading and listening. MLI.INT1</p> <p>Compare cultural patterns of behavior and interaction. Demonstrate awareness of students' own cultures. MLI.CCC2</p> <p>Recognize similarities/differences between target language and English. Recognize basic sound distinctions and their effect on communication.</p> <p>Give information about current events of target cultures. Understand the impact of current events of target cultures. MLI.CCC4</p>	<p><b>Standards</b> Demonstrate Novice-Mid proficiency when presenting rehearsed material &amp; comprehension of rehearsed material. MLI.P2:</p> <p>Identify commonly held cultural viewpoints. Describe cultural customs and traditions. MLI.CU1</p> <p>Give information about current events of target cultures. Understand the impact of current events of target cultures. MLI.CCC4</p>	<p><b>Standards</b> Ask questions and provide responses based on suggested topics. Use sequenced information meaningfully. MLI.IP1:</p> <p>Initiate, participate in, and close a brief exchange. Demonstrate Novice-Mid proficiency in oral and written exchanges. MLI.IP2:</p> <p>Comprehend simple, culturally authentic reading materials. MLI.INT1</p> <p>Give information about current events of target cultures. Understand the impact of current events of target cultures. MLI.CCC4</p>
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# Health and PE

## **Middle School Health**

### **Course Description:**

Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

*\*This is a one semester course.*

Middle School:  
Course Descriptions and Sequences

**Middle School Health**

**Scope and Sequence:**

*\*This is a one semester course.*

Unit	Topics	Length of Time
Mental and Emotional Health	Empowered Decision Making	2 weeks
Growth and Development	Appreciating the Environment	2 weeks
Nutrition	Amazing Body System Cautious Consumer	2 weeks 2 weeks
Alcohol, Tobacco, and Other Drugs	Responsible use of drugs	2 weeks
Injury Prevention and Safety	Violence Prevention Guide	2 weeks
Communicable and Chronic Diseases	Common Communicable Disease Teen's Guide to First Aid	2 weeks 2 weeks

**Middle School Health**

**Pacing Guide:**

*\*This is a one semester course.*

1st Nine Weeks	2nd Nine Weeks
<p><b>Topics</b> Empowered Decision Making Amazing Body System Cautious Consumer Responsible use of drugs</p>	<p><b>Topics</b> Appreciating the Environment Common Communicable Disease Violence Prevention Guide Teen's Guide to First Aid</p>
<p><b>Standards</b> Students will analyze the influence of family, peers, culture, media, technology, and other factor on health behaviors. HE M.S.2</p> <p>Students will demonstrate the ability to access valid information and products and services to enhance health. HE M.S.3</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. HE M.S.4.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health. HE M.S.5.</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health. HE M.S.6</p>	<p><b>Standards</b> Students comprehend concepts related to health promotion and disease prevention to enhance health. HE M.S.1</p> <p>Students will demonstrate the ability to access valid information and products and services to enhance health. HE M.S.3</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. HE M.S.4.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health. HE M.S.5.</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health. HE M.S.6</p>

Middle School:  
Course Descriptions and Sequences

<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. HE M.S.7</p> <p>HE M.S.8. Students will demonstrate the ability to advocate for personal, family, and community health. HE M.S.8</p>	<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. HE M.S.7</p> <p>HE M.S.8. Students will demonstrate the ability to advocate for personal, family, and community health. HE M.S.8</p>
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### **Middle School Physical Education**

#### **Course Description:**

This course and the text are designed to help students achieve personal fitness. However, achieving your fitness goals require a commitment to following the principles presented and completing the many student activities. Students will be encouraged to strive for an optimal level of health and fitness.

*\*This is a one semester course.*

### **Middle School Physical Education**

#### **Scope and Sequence:**

*\*This is a one semester course.*

Unit	Topics	Length of Time
Physical Fitness	Bowling Volleyball Tennis Basketball Fitness Gram	5 weeks
Movement Competencies	Bowling Volleyball Tennis Basketball Fitness Gram	5 weeks
Self Management	Bowling Volleyball Tennis Basketball	5 weeks

Middle School:  
Course Descriptions and Sequences

**Middle School Physical Education**

**Pacing Guide:**

*\*This is a one semester course.*

1st Nine Weeks	2nd Nine Weeks
<p><b>Physical Fitness</b> Volleyball Fitness Gram</p>	<p><b>Physical Fitness</b> Bowling Tennis Basketball</p>
<p><b>Standards</b> Uses fitness results to develop personal fitness goals. PE.6.2</p> <p>Records heart rate before, during, and after vigorous physical activity. PE.6.3</p> <p>Demonstrates increasing competence in more advanced specialized skills. PE.6.9</p> <p>Identifies and applies movement concepts appropriate for specialized skills in a variety of settings. PE.6.11</p> <p>Identifies the purpose for and participates in the establishment of safe practices, procedures, and etiquette for a variety of activities. PE.6.12</p> <p>Implements a personal fitness plan that applies basic training principles. PE.7.3</p> <p>Describes the difference between health and skill-related fitness. PE.7.4</p> <p>Engages in physical activity at the target heart rate for a minimum of 20 minutes. PE.7.5</p> <p>Chooses appropriate behavior to work productively with partner and in a group to accomplish goals in both cooperative and competitive activities. PE.7.10</p>	<p><b>Standards</b> Uses fitness results to develop personal fitness goals. PE.6.2</p> <p>Records heart rate before, during, and after vigorous physical activity. PE.6.3</p> <p>Demonstrates increasing competence in more advanced specialized skills. PE.6.9</p> <p>Identifies and applies movement concepts appropriate for specialized skills in a variety of settings. PE.6.11</p> <p>Identifies the purpose for and participates in the establishment of safe practices, procedures, and etiquette for a variety of activities. PE.6.12</p> <p>Implements a personal fitness plan that applies basic training principles. PE.7.3</p> <p>Describes the difference between health and skill-related fitness. PE.7.4</p> <p>Engages in physical activity at the target heart rate for a minimum of 20 minutes. PE.7.5</p> <p>Chooses appropriate behavior to work productively with partner and in a group to accomplish goals in both cooperative and competitive activities. PE.7.10</p>

# STUDY SKILLS

## English, Math, and Science Labs

### Course Description:

The purpose of Math Lab is to provide students with the opportunity to hone their language arts, math and science skills and to receive small group and/or individualized instruction when encountering problems with homework assigned through their regular core classes in these subjects. The class will focus on Participation and Skill development. Skill Drills will take up on average about 30 minutes twice a week. Participation will be scored based on a student's written record of what tasks are accomplished during the lab time. The rest of the Lab time will be utilized by students to complete their Assignments and receive individual instruction as they encounter questions concerning their regular assignments.

*\*This course can last one semester or all year.*

## English, Math, and Science Labs

### Scope and Sequence:

*\*This course can last one semester or all year.*

Unit	Topic	Length of Time:
Study Skills	Learning Style Inventory	2 weeks
	Cornell Note Taking	2 weeks
	Time Management/Planning	2 weeks
	Reading Strategies	2 weeks
Critical Thinking Skills	Reading Comprehension Assessment	1 week
	Costa's levels of questioning	2 weeks
	Writing to inform and explain	2 weeks
	Content Vocabulary in Context	2 weeks
	Textbook Outlining	2 weeks
Test-Prep Skills	Diagnostic Subject Assessment	1 week
	Study Plan/Goals	1 week
	Test Construction/De-construction	6 weeks
	a. Multiple Choice b. Brief-Constructed Response c. Extended-Constructed Response	



Middle School:  
Course Descriptions and Sequences

64

Research Skills	Research Process	2 weeks
	Content Vocabulary	2 weeks
	Application/Analysis	2 weeks
	Reading Comprehension	2 weeks
	Career Inventory Assessment	1 week

### English, Math, and Science Labs

#### Pacing Guide:

*\*This course can last one semester or all year.*

1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>UNIT</b> Study Skills	<b>UNIT</b> Critical Thinking Skills	<b>UNIT</b> Test-Prep Skills	<b>UNIT</b> Research Skills
<b>TOPICS</b> Learning Style Inventory Cornell Note Taking Time Management/Planning Reading Strategies	<b>TOPICS</b> Reading Comprehension Assessment Costa's levels of questioning Writing to inform and explain Content Vocabulary in Context Textbook Outlining	<b>TOPICS</b> Diagnostic Subject Assessment Study Plan/Goals Test Construction/ De-construction a. Multiple Choice b. Brief-Constructed Response c. Extended-Constructed Response	<b>TOPICS</b> Research Process Content Vocabulary Application/Analysis Reading Comprehension Career Inventory Assessment
<b>Subject Area Skill Drills</b> Quizzes Puzzles Activities			
<b>Participation</b> Examples include: Work Logs, Journal, etc...			

### PSAT Math

#### Course Description:

PSAT Test Prep is a course designed to introduce the PSAT to the eighth-graders before they take the test for the first time. The course will focus on general test-taking strategies, as well as specific content that appears on the test. Most of the course will be spent focusing on math content. Time will also be spent covering the language and reading section also. We will also use class time to practice writing essays to better prepare the students for the optional essay portion of the SAT and ACT.

*\*This is a one semester course.*

Middle School:  
Course Descriptions and Sequences

**PSAT Math**

**Scope and Sequence:**

*\*This is a one semester course.*

Unit	Topic	Length of Time
Introduction to Course	Basic test-taking strategies	Two Weeks
PSAT Format	Structure of the test	One Week
PSAT Mastery	PSAT Math Skills	Four Weeks
PSAT Mastery	PSAT English Skills	Two Weeks
PSAT Mastery	PSAT Reading Comprehension Skills	Two Weeks
PSAT Mastery	Optional SAT Essay	One Week

**PSAT Math**

**Pacing Guide:**

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<b>Text</b> <i>Princeton Review's Cracking the PSAT</i>	<b>Text</b> <i>Princeton Review's Cracking the PSAT</i>
<b>Skills/Content Focus</b> General test-taking skills Format of the test PSAT English section content PSAT Reading Comprehension section content	<b>Skills/Content Focus</b> PSAT Math section content PSAT Advanced Math section content
<b>Skills/Content Practice</b> Daily Newsela article quiz for reading comprehension Untimed activities to focus on content mastery Biweekly practice sections under timed conditions from textbooks and online sources for each content area	<b>Skills/Content Practice</b> Daily Newsela article quiz for reading comprehension Weekly practice sections under timed conditions from textbooks and PSAT test websites for each content area Biweekly practice essays under timed conditions with feedback from instructor

# Technology

## MS Computing 1

### Course Description:

This course will be an introduction to computing. This class will focus on:

- ❖ Typing skills (Goal: typing speed and accuracy of 25 wpm)
- ❖ Computer usage (Creating documents and folders, etc)
- ❖ Using Google Applications (Docs, Sheets, Slides, Email)
- ❖ Using Microsoft Office (Word, Excel, PowerPoint)
- ❖ Overview of Operating Systems

*\*This is a one semester course.*

## MS Computing 1

### Scope and Sequence:

*\*This is a one semester course.*

Unit	Topics	Length of Time
Computer Basics	Introduction to Computers Common Computer Terminology Computer Performance and Features Computer Operating Systems Typing Skills	1 week 1 week 1 week 1 week 1 day per week
Productivity Programs	Google Docs Google Slides Google Sheets	1 week 2 weeks 2 weeks

Middle School:  
Course Descriptions and Sequences

## MS Computing 1

### Pacing Guide:

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<p><b>Topics</b></p> <p><u>Computer Basics</u> Introduction to Computers Common Computer Terminology Computer Performance and Features Computer Operating Systems Typing Skills</p>	<p><b>Topics</b></p> <p><u>Productivity Programs</u> Google Docs Google Slides Google Sheets</p>
<p><b>Standards</b></p> <p>Students will describe the major hardware and software components of a computer and their interactions. BCS-CMW-4</p> <p>Students will demonstrate an understanding of how numbers and characters are represented in a computer. BCS-CMW-6</p> <p>Students will demonstrate knowledge of basic components of computer networks. BCS-CMW-8</p> <p>Demonstrate proper keyboarding techniques (posture, position, finger placement, etc.). MSBCS-BCSI-4A.</p> <p>Use correct keystroking technique for the alphabetic keys. MSBCS-BCSI-4B.</p> <p>Use correct keystroking technique for the number keys. MSBCS-BCSI-4C</p>	<p><b>Standards</b></p> <p>Students will use technology as a tool to increase productivity in completing a variety of input technologies to create, edit, and publish industry appropriate documents. BCS-CA1-2</p> <p>Students will use word processing and/or desktop publishing software through a variety of input technologies to create, edit, and publish industry appropriate documents. BCS-CA1-3</p> <p>Students will use spreadsheet software to create, edit, and publish industry appropriate files. BCS-CA1-4</p> <p>Students will use presentation software to create, edit, and publish industry appropriate files. BCS-CA1-6.</p>

## MS Computing II

### Course Description:

This course will be a continuation of the Computing 1 course. This class will focus on:

- ❖ Typing Skills (Goal: typing speed and accuracy of 25 wpm)
- ❖ Hardware Technology
- ❖ Basic Networking
- ❖ Internet and Internet Safety.

*\*This is a one semester course.*

Middle School:  
Course Descriptions and Sequences

68

**MS Computing II**

**Scope and Sequence:**

*\*This is a one semester course.*

Unit	Topics	Length of Time
The Internet	1.1 Describe the uses of the Internet and Cloud Services. 1.2 Identify the requirements for an Internet connection. 1.3 Identify the features of two types of Internet connections. 1.4 Relate the term bandwidth to types of Internet connections.	1 week
The World Wide Web	2.1 Describe the components of the Web. 2.2 Explain how Web addresses work. 2.3 Explain how to connect to the Internet. 2.4 Explore Web sites by using a browser. 2.5 Describe how to save favorite Web sites. 2.6 Search for reliable information on the Web. 2.7 Explain how to perform transactions over the Web.	1 week
Using E-Mail	3.1 Explain how email works. 3.2 Write and send e-mail messages. 3.3 Manage e-mail messages. 3.4 Identify correct e-mail etiquette. 3.5 How to create an email address.	1 week
Other Methods of Communicating on the Internet	4.1 Identify the features of online communities. 4.2 Explain how instant messaging and Web-cam video communication works.	1 week
Computer Security and Privacy	1.1 Explain computer security and privacy. 1.2 Identify natural threats to your computer. 1.3 Identify measures to protect your computer against natural threats. 1.4 Identify threats to your computer from human actions. 1.5 Identify measures to protect your computer against threats from human actions.	2 weeks
Protecting Your Computer	2.1 Identify guidelines for protecting your computer. 2.2 Identify best practices for securing online and network transactions. 2.3 Identify measures for securing e-mail and instant messaging transactions.	1 week
Protecting Your Family From Security Threats	3.1 Identify measures that you can use to protect your privacy. 3.2 Explain how online predators operate. 3.3 Identify guidelines to protect your family from online predators.	1 week
Keeping Your Computer Secure and Updated	4.1 Explain the security settings on your computer. 4.2 Identify the options for keeping your computer up-to-date.	1 week
Computer Ethics	5.1 Explain intellectual property and copyright as they apply to computing. 5.2 Identify acts of copyright violation and the measures to prevent those acts.	1 week

Middle School:  
Course Descriptions and Sequences

	5.3 Identify the legal concerns associated with information exchange.	
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## MS Computing II

### Pacing Guide:

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<p><b>The Internet</b> Describe the uses of the Internet and Cloud Services. Identify the requirements for an Internet connection. Identify the features of two types of Internet connections. Relate the term bandwidth to types of Internet connections.</p>	<p><b>Computer Security and Privacy</b> Explain computer security and privacy. Identify natural threats to your computer. Identify measures to protect your computer against natural threats. Identify threats to your computer from human actions. Identify measures to protect your computer against threats from human actions.</p>
<p><b>Standards</b> Students will identify the fundamental principles of networks. BCS-ITE-16.</p> <p>Students will explore local-area network (LAN), metropolitan area network (MAN), and wide-area (WAN) trends and issues including the basics of telecommunications and use in the interconnection of networks. BCS-NTS-1</p>	<p><b>Standards</b> Students will examine Internet security issues and recognize the importance of working in a secure environment. BCS-CMW-13</p>
<p><b>The World Wide Web</b> Describe the components of the Web. Explain how Web addresses work. Explain how to connect to the Internet. Explore Web sites by using a browser. Describe how to save favorite Web sites. Search for reliable information on the Web. Explain how to perform transactions over the Web.</p>	<p><b>Protecting Your Computer</b> Identify guidelines for protecting your computer. Identify best practices for securing online and network transactions Identify measures for securing e-mail and instant messaging transactions.</p>
<p><b>Standards</b> Students will understand and apply the social, legal, and ethical issues related to technology used in personal and professional endeavors. BCS-CA1-1</p> <p>Students will use technology to access, review, evaluate, and select information from multiple resources for reporting purposes. BCS-CA1-9</p>	<p><b>Standards</b> Students will examine Internet security issues and recognize the importance of working in a secure environment. BCS-CMW-13</p>
<p><b>Using E-Mail</b> Parts of a email address Proper Communication</p>	<p><b>Protecting Your Family From Security Threats</b> Identify measures that you can use to protect your privacy. Explain how online predators operate. Identify guidelines to protect your family from online predators.</p>

Middle School:  
Course Descriptions and Sequences

70

<p><b>Standards</b> Students will use good communication skills including listening and tact/discretion when communicating with customers and colleagues. BCS-ITE-25</p>	<p><b>Standards</b> Students will examine Internet security issues and recognize the importance of working in a secure environment. BCS-ITE-25</p>
<p><b>Other Methods of Communicating on the Internet</b> Instant Messaging</p>	<p><b>Keeping Your Computer Secure and Updated</b> Explain the security settings on your computer. Identify the options for keeping your computer up-to-date.</p>
<p><b>Standards</b> Students will understand and apply the social, legal, and ethical issues related to technology used in personal and professional endeavors. BCS-CA1-1</p>	<p><b>Standards</b> Students will examine Internet security issues and recognize the importance of working in a secure environment. BCS-CMW-13</p>
	<p><b>Computer Ethics</b> Explain intellectual property and copyright as they apply to computing. Identify acts of copyright violation and the measures to prevent those acts. Identify the legal concerns associated with information exchange.</p>
	<p><b>Standards</b> Students will examine the professional and ethical issues involved in the use of computer technology. BCS-CMW-3</p> <p>Students will understand and apply the social, legal, and ethical issues related to technology used in personal and professional endeavors. BCS-CA1-1</p>

## MS Robotics

### Course Description

Robotics is a one semester course. Students explore basic concepts of design and programming to accomplish specific tasks using Lego EV3 Robots. This is a hands on, project oriented class in which students collaborate in groups and learn from books, on-line sources and each other. Students will practice design and programming skills as well as problem solving. They will also learn about current robot usage and robot concepts in development through research and current events.

*\*This is a one semester course.*

## MS Robotics

### Scope and Sequence:

*\*This is a one semester course.*

Unit	Topics	Length of time
Introduction	What is a robot? What kind of robots do we use and what will they do? Familiarizing and organizing parts	1 week
Building basic robot	Following instructions for construction, basic problem solving, group organization	2 weeks

Middle School:  
Course Descriptions and Sequences

71

Programming motion	There and back, around the block, modified around the block	2 weeks
Building/programming robot lift arm	Design and build and program for assigned task	2-3 weeks
Sensors	Groups explore and test sensors and programming various sensors	3-4 weeks
Competitive task	Groups design and program for a competitive task	2-3 weeks
Group choice	Groups design and build on their own	2-3 weeks

## MS Robotics

### Pacing Guide:

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<b>Topic</b> Introduction Building basic robot Programming motion Build and program lift arm	<b>Topic</b> Sensors Competitive task Group choice
<b>Standards</b> For Technology Literacy  Students will develop an understanding of the attributes of design. Standard 8  Students will develop an understanding of engineering design. Standard 9  Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving. Standard 10	<b>Standards</b> For Technology Literacy  Students will develop an understanding of the attributes of design. Standard 8  Students will develop an understanding of engineering design. Standard 9  Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving. Standard 10
<b>Labs/Activities</b> Building and programming tasks	<b>Labs/Activities</b> Building and programming tasks
<b>Writing</b> Journals of design and programming, Current events summaries	<b>Writing</b> Journals of design and programming, Current events summaries

## MS Web Design

### Course Description:

This course will be an introduction to Web Design. Students will learn how to design and control web sites by coding valid HTML. Students will also learn how to use a web site builder to design a website based on a pre-designed template, and will also learn to use the WordPress Content Management System (CMS).

*\*This is a one semester course.*



Middle School:  
Course Descriptions and Sequences

### MS Web Design

#### Scope and Sequence:

*\*This is a one semester course.*

Unit	Topics	Length of Time
HTML Basics	Web design principles Text elements Links and Comments Images	4 weeks
Website Designer	Using a website designer to build a web page	1 week
Content Management Systems (CMS)	Domains Web Hosting Using WordPress to build a website <ul style="list-style-type: none"> <li>• Posts</li> <li>• Pages</li> <li>• Themes</li> <li>• Plugins</li> </ul>	6 weeks
Cascading Style Sheets (CSS)	CSS Basics Additional HTML Elements Additional CSS Selectors	1 week
Final Project	Use WordPress to build an exercise/fitness website	5 weeks

### MS Web Design

#### Pacing Guide:

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<b>Web Fundamentals</b> Using a website designer Web Design Principles HTML CSS	<b>Media</b> HTML vs. Visual Editor Media Library Basic Image Editing
<b>Standards</b> Develop a web page using Hypertext Markup Language ( <b>HTML</b> ) and Cascading Style Sheets ( <b>CSS</b> ). IT-WDEV-2	<b>Standards</b> Develop a web page using Hypertext Markup Language ( <b>HTML</b> ) and Cascading Style Sheets ( <b>CSS</b> ). IT-WDEV-2
<b>WordPress Foundations</b> Content Management Systems (CMS) Domains Web Hosting Dashboard	<b>Customization</b> Sidebar Widgets Menus Themes Plugins

Middle School:  
Course Descriptions and Sequences

73

Posts and Pages Comments and Moderation	Site Development
<p><b>Standards</b></p> <p>Apply concepts of Javascript to web page development. IT-WDEV-3</p> <p>Create a single functional web page based on a design mockup and user requirements. IT-WDEV-4</p> <p>Explain the components needed to develop a dynamic website (Web Development Stack). IT-WDEV-5</p> <p>Use a server side language to build a multi-page website incorporating a web form, at least two templates with shared portions, and data-driven homepage (Server Side Languages) IT-WDEV-6</p>	<p><b>Standards</b></p> <p>Use a server side language to build a multi-page website incorporating a web form, at least two templates with shared portions, and data-driven homepage (Server Side Languages) IT-WDEV-6</p>
<p><b>Projects</b></p> <p>Paragraphs, Lists, and Headings Images Wix or Weebly CMS Research</p>	<p><b>Projects</b></p> <p>Blog Fitness Website Web Hosting Research</p>

# Other

## **Middle School Bible**

### **Course Description:**

The purpose of this course is to survey the birth and ministry of Christ. Time will not permit the entire New Testament to be covered, so selected books will be covered. This course will focus on the following:

- ❖ Who is Jesus?
- ❖ What was his purpose for coming?
- ❖ Why do we need Him to be a part of our lives?
- ❖ Do we really need the Bible today?
- ❖ Who is his message for?

***\*This is a one semester course.***

Middle School:  
Course Descriptions and Sequences

**Middle School Bible**

**Scope and Sequence:**

*\*This is a one semester course.*

Unit	Topics	Length of Time
<b>People that Jesus Spoke To</b>	Nicodemus	1 week
	Samaritan Woman	1 week
	The Transfiguration	1 week
	The Woman About to be Stoned	1 week
	The Good Shepherd	2 days
	The Mission of the Seventy	2 days
	Mary and Martha	1 week
	Rich Man and Lazarus	1 week
	Jesus Blesses the Children	1 week
	Rich Young Ruler	1 week
	Zacchaeus	1 week

**Middle School Bible**

**Pacing Guide:**

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<p><b>People Jesus Spoke To</b></p> <p>Nicodemus Samaritan Woman The Transfiguration The Woman About to be Stoned The Good Shepherd</p>	<p><b>People Jesus Spoke To</b></p> <p>The Mission of the Seventy Mary and Martha Rich Man and Lazarus Jesus Blesses the Children Rich Young Ruler Zacchaeus</p>
<p><b>Standards</b></p> <p>Explore redemption, the central theme of the Bible, as seen through the lens of the Adventist worldview (creation, fall, redemption, re-creation). B.6-8.BF.8</p> <p>Recognize that Bible study reveals God's plan for our world and our personal lives. B.6-8.BF.9</p> <p>Determine what selected Bible passages reveal about God and identify their practical applications for daily life. B.6-8.BF.14</p> <p>Make connections between a Bible passage, personal experience, other reading selections, and the world. B.6-8.BF.16</p>	<p><b>Standards</b></p> <p>Explore redemption, the central theme of the Bible, as seen through the lens of the Adventist worldview (creation, fall, redemption, re-creation). B.6-8.BF.8</p> <p>Recognize that Bible study reveals God's plan for our world and our personal lives. B.6-8.BF.9</p> <p>Determine what selected Bible passages reveal about God and identify their practical applications for daily life. B.6-8.BF.14</p> <p>Make connections between a Bible passage, personal experience, other reading selections, and the world. B.6-8.BF.16</p>

Middle School:  
Course Descriptions and Sequences

75

<p>Describe how Creation established God's plan for how we should love Him, and care for one another and the earth. B.6.BK.6</p> <p>Provide evidence that God continues to love us in spite of our sin. B.6-8.BK.9</p> <p>Recognize that salvation may not be achieved by human works but is a result of divine action through God's gift of grace. B.6-8.BK.14</p>	<p>Describe how Creation established God's plan for how we should love. B.6.BK.6</p> <p>Recognize that salvation may not be achieved by human works but is a result of divine action through God's gift of grace. B.6-8.BK.14</p>
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### MS Forensics

#### Course Description:

Forensics is a middle school elective course rich in exploration and lab investigation. The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. Through the study of forensics, students will apply many disciplines of scientific study such as biology/anatomy, chemistry, and physics. The course will survey key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and physical and trace evidence from the perspective of a forensic scientist. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, and arson.

*\*This is a one semester course.*

### MS Forensics

#### Scope and Sequence:

*\*This is a one semester course.*

Unit	Topics	Length of time
Introduction	Introduction to Forensics	1 week
Crime Scene	Crime scene basics Eyewitness basics	2-3 weeks
Physical Evidence	Fingerprints Impression Evidence - tools, bites, etc Hair and Fibers Chromatography	4-5 weeks
Blood	Blood Typing Blood Spatter	2 weeks
DNA Fingerprints	DNA Fingerprint DNA extraction Technology used to process blood and DNA	2 weeks

Middle School:  
Course Descriptions and Sequences

76

Other Evidence and fields	Entomology Anthropology Document analysis Ballistics Toxins and Urine Arson	5-6 weeks

**MS Forensics**

**Pacing Guide:**

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<p><b>Major Concepts/Skills:</b> Collection and recording of data Legal roles and duties of Investigators Extrapolation of Evidence Physical and Chemical Separation Chemical Analysis Biological Analysis</p>	<p><b>Major Concepts/Skills:</b> Biological Analysis Toxicology/Serology Anthropology of a crime scene Entomological techniques DNA analysis Weapon Impressions analysis</p>
<p><b>Topics:</b> Introduction to Forensics Crime Scene Basics Physical Evidence Fingerprints Impression Evidence Hair/Fibers Chromatography Blood</p>	<p><b>Topics:</b> DNA Fingerprints Forensic Entomology Anthropology Arson Document Analysis Ballistics Drugs and Toxins</p>
<p><b>Standards</b> Students will recognize and classify various types of evidence in relation to the definition and scope of Forensic Science. SFS1  Students will use various scientific techniques to analyze physical and trace evidence. SFS2  Students will evaluate the role of Forensics as it pertains to Medicolegal Death Investigation. SFS5</p>	<p><b>Standards</b> Students will analyze the use of toxicology, serology, and DNA technology in forensic investigations SFS3  Students will evaluate the role of ballistics, tool marks and evidence of arson in forensic investigation. SFS4  Students will evaluate the role of Forensics as it pertains to Medicolegal Death Investigation. SFS5</p>
<p><b>Major Labs, Activities, or Projects</b> CSI Web Adventures - cases to solve Various cases to solve and activities to develop skills Blood typing, Blood stain, and Blood Pattern Analysis</p>	<p><b>Major Labs, Activities, or Projects</b> CSI Web Adventures - cases to solve Who ate the cheese? Various cases to solve and activities to develop skills Case of the Lost Skull Mr. Mathematics Case</p>

### Practical Money Skills (MS Financial Literacy)

#### Course Description

Financial Literacy is a course designed to prepare students for things they will face in their adult lives. This includes understanding money management, investing, retirement planning, budgets, credit cards, loans, various bank accounts, job interviews, and writing techniques. At the conclusion of this course, students should feel more confident about their futures, and be ready to extend this knowledge in the high school version of this course.

*\*This is a one semester course.*

### Practical Money Skills (MS Financial Literacy)

#### Scope and Sequence:

*\*This is a one semester course.*

Unit	Topic	Length of Time
Life Lessons	Money Management	Two Weeks
	Credit Management	Two Weeks
	Resource Management	Two Weeks
	Risk Management	Two Weeks
	Financial Security	Two Weeks
	Career Decisions	Two Weeks
Speaking	Presentations	Two Weeks
	Mock Interviews	Three Weeks

### Practical Money Skills (MS Financial Literacy)

#### Pacing Guide:

*\*This is a one semester course.*

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<b>Writing</b> Cornell notes Research Projects/Papers	<b>Writing</b> Cornell notes Research Projects/Papers
<b>Life Lessons</b> Money Management Credit Management Resource Management	<b>Life Lessons</b> Risk Management Financial Security Career Decisions
<b>Speaking</b> Presentations	<b>Speaking</b> Mock Interviews
<b>Vocabulary</b> Content specific	<b>Vocabulary</b> Content specific

Middle School:  
Course Descriptions and Sequences  
78