Reading Curriculum Guide

Course Description: This course follows the sixth grade English Language Arts Next Generation Sunshine State Standards. The purpose of this course is to focus on the development of the individual student's growth as a reader, collaborator, and thinker. An emphasis is placed on higher order thinking and critical reading. In addition, the course exposes students to a variety of genres of literature that enhances their vocabulary, analytical skills, and comprehension.

Goals/Objectives:

Students will be able to understand and apply their knowledge to the following state standards:

- Cite textual evidence to support text analysis of what is stated as well as inferences drawn from the text;
- Determine the theme or central idea of a text and how it is conveyed through details;
- Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution;
- Determine an author's point of view or purpose in a text and explain how it is conveyed;
- Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings;
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas;
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is seen and heard when reading the text to what is perceived when watched or listened;
- Compare and contrast texts in different forms or genres;
- Read and analyze a variety of texts or adapted texts including poetry, historical, fantasy, and nonfiction texts;
- Use a variety of strategies to derive meaning from a variety of texts;
- Provide a summary of the text based on details from the text;
- Identify key individuals, events, or ideas in a text;
- Determine how key individuals, events, or ideas are introduced, illustrated, and expanded on in a text;
- Summarize information gained from a variety of sources, including media or texts;
- Identify relevant details from several texts on the same topic;
- Identify an argument or claim that the author makes;
- Evaluate the claim or argument; determine if it is supported by evidence;
- Distinguish claims or arguments from those that are supported by evidence from those that are not;
- Compare and contrast two texts on the same topic or event.

Instructional Methods/Strategies: Students participate in daily lessons and activities according to the current unit. We utilize the Prentice Hall *Literature* textbook in addition to literary texts

such as *Esperanza Rising, The Westing Game*, and *The Giver* to study, analyze, and discuss the lesson. Each student receives additional practice via classwork and homework assignments. Students are given assessments at the end of each unit to evaluate mastery of the skills previously taught. The following strategies and resources are incorporated to enhance students' learning experience: graphic organizers, story maps, KWL charts, think-pair-share, flip charts, oral cloze, anticipatory guides, silent, sustained reading, idea wave, IXL, Kahoot, Blooket, Quizlet, one pagers, highlighting strategies, EdHelper, jigsaw, cooperative learning, and note taking strategies (Cornell Notes, annotating the text, and square notes).

English Curriculum Guide

Course Description: This course follows the sixth grade English Language Arts Next Generation Sunshine State Standards. The purpose of this course is to provide students with a strong foundation for English writing. Students receive direct instruction in sentence, paragraph, and essay writing; grammar rules and usage; spelling; and vocabulary expansion. An emphasis is placed on using a variety of writing strategies to improve all written texts and responses.

Goals/Objectives:

Student will be able to understand and apply their knowledge to the following state standards:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
- Acquire and utilize an extensive vocabulary through direct word study;
- Decode and appropriately address all writing prompts;
- Introduce a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect;
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
- Use appropriate transitions to clarify the relationships among ideas and concepts;
- Use precise language and domain-specific vocabulary to inform about or explain the topic;
- Establish and maintain a formal style of writing;
- Provide a concluding statement or section that follows from the information or explanation presented;
- Write informative, descriptive, persuasive, and narrative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;
- Use technology, including the Internet, to produce and publish writing;
- Conduct research using the Internet and print sources that include magazines, periodicals, and textbooks;
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences;
- Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking;
- Speak with clarity for a variety of purposes, audiences, and context;
- Demonstrate mastery of sixth grade grammar lessons;
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and knowledge of Greek and Latin prefixes, suffixes, and root words;
- Consult print and media reference material (e.g., dictionaries, glossaries, thesauruses) to find pronunciations, meanings, and parts of speech of words.

Instructional Methods/Strategies: Students participate in daily lessons and activities according to the current unit. We utilize the Prentice Hall textbook and workbook to review and discuss the lesson. Each student receives additional practice via classwork and homework assignments. Students are given assessments at the end of each unit to evaluate mastery of the skills previously taught. In addition, we use *Wordly Wise* Book 6 and Scholastic's Roots Unit to study grade-level vocabulary and Greek and Latin roots. Students continue to become skilled writers through the five step writing process that includes planning, drafting, revising, editing, and publishing. Particular attention is paid to descriptive, persuasive, informative, and creative writing through the creation of essays and formal compositions. Students are introduced to public speaking through formal lessons and oral presentations. The following strategies are incorporated to enhance students' learning experience: COPS (**C**apitalization, **O**rganization, **P**unctuation, **S**pelling), planning and brainstorming strategies, peer editing strategies, graphic organizers, writing strategies, flip charts, flash cards, foldables, jigsaw, IXL, Quizlet, Kahoot, Blooket, EdHelper, one pagers, and cooperative learning.

Math Curriculum Guide

Course Description: This course takes our sixth grade students through a rigorous and well-balanced text. *Reveal Math* has proven to be very strong in developing mathematical thinkers. It maintains the quality content for which McGraw Hill is known, with the research-based approach students need. The program has strong authorship, proven student success, and a wide range of built-in opportunities to assess students' understanding. It prepares the students for pre-algebra and beyond by developing their problem solving skills, improving their conceptual understanding, and providing them with the tools they will need for ongoing success. This text enables the teacher to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and individualized learning opportunities. With purposefully integrated technology and plentiful opportunities for students to explore, collaborate, and reflect, this course increases engagement and students' confidence in their own math abilities. This class will build on the fundamentals addressed in the students' previous years increasing both in complexity and the students' depth of knowledge.

Goals/Objectives:

Standards for Mathematical Content	
6.RP Ratios and Proportional Relationships	
6.RP.A Understand ratio concepts and use ratio reasoning to solve problems. (Major Cluster)	
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1] [1]Expectations for unit rates in this grade are limited to non-complex fractions.
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
	6.RP.A.3.A Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
	6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

	6.RP.A.3.C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
	6.RP.A.3.D Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
6.NS The Number System	
6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (Major Cluster)	
6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*
6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples. (Additional Cluster)	
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4(9 + 2).*
6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers. (Major Cluster)	
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
	6.NS.C.6.A Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.
	6.NS.C.6.B Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ

	only by signs, the locations of the points are related by reflections across one or both axes.
	6.NS.C.6.C Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.C.7	Understand ordering and absolute value of rational numbers.
	6.NS.C.7.A Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
	6.NS.C.7.B Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C.*
	6.NS.C.7.C Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $\lvert -30 \rvert = 30$ to describe the size of the debt in dollars.*
	6.NS.C.7.D Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
6.EE Expressions and Equations	
6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions. (Major Cluster)	
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
	6.EE.A.2.A Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*
	6.EE.A.2.B Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*
	6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.*

6.EE.A.3	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6(4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
6.EE.B Reason about and solve one-variable equations and inequalities. (Major Cluster)	
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
6.EE.B.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
6.EE.C Represent and analyze quantitative relationships between dependent and independent variables. (Major Cluster)	
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*
6.G Geometry	
6.G.A Solve real-world and mathematical problems involving area, surface area, and volume. (Supporting Cluster)	
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other

	shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
6.SP Statistics and Probability	
6.SP.A Develop understanding of statistical variability. (Additional Cluster)	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
6.SP.B Summarize and describe distributions. (Additional Cluster)	
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:
	6.SP.B.5.A Reporting the number of observations.
	6.SP.B.5.B Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.
	6.SP.B.5.C Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
	6.SP.B.5.D Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Instructional Methods/Strategies: The teacher creates a rich and fun learning environment with a variety of opportunities for hands-on activities and games. Students engage in interactive activities that teach concepts and reinforce skills being learned. Children learn through the

incorporation of familiar materials and use manipulatives to explore concepts learned, and problem solve. Skills are learned and reinforced through note taking, practice, and application on student Chromebooks. The teacher also uses the Smart Board daily to teach lessons.

Specific resources include, but are not limited to:

- Interactive digital presentations for each lesson. These are also accessed by the students via their Chromebooks to maintain digital notebooks and notetaking.
- Hands-on manipulatives
- Topic specific math games (card games, board games, etc)
- Digital access for additional support and practice is available through McGraw Hill. Additional technology features include online tools to make math more meaningful and deepen student understanding.
- Khan Academy
- IXL
- Quizizz App
- Quizlet App
- Kahoot
- iTooch
- iMathematics
- Freckle
- 3 Act Tasks
- Brain Pop
- Gizmos
- Teacher created escape rooms using Google Forms
- Interactive online math games

Science Curriculum Guide

Course Description/Objectives: Houghton Mifflin Harcourt's Science Fusion program provides the ultimate inquiry experience. Every click, page turn, virtual lab, or hands-on activity is an opportunity to learn through inquiry. It creates an exciting multi-modal learning environment fusing print, digital, and hands-on experiences. The students will begin their middle school study of science by developing a thorough understanding of the Earth and the world around them. This middle school Earth Science course covers all Next Generation Sunshine State Standards under this domain. The students will develop an understanding of the Earth, its water, and atmosphere, and how they are related. They will also understand space concepts from the Earth, Moon, Sun system extending to the universal level.

Goals/Objectives:
The students will demonstrate understanding of the following NGSSS.

Benchmark	Description	Idea/ Standard
SC.6.E.6.1	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	Earth Structures
SC.6.E.6.2	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	Earth Structures
SC.6.E.7.1	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.	Earth Systems and Patterns
SC.6.E.7.2	Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	Earth Systems and Patterns

SC.6.E.7.3	Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.	Earth Systems and Patterns
SC.6.E.7.4	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	Earth Systems and Patterns
SC.6.E.7.5	Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.	Earth Systems and Patterns
SC.6.E.7.6	Differentiate between weather and climate.	Earth Systems and Patterns
SC.6.E.7.7	Investigate how natural disasters have affected human life in Florida.	Earth Systems and Patterns
SC.6.E.7.8	Describe ways human beings protect themselves from hazardous weather and sun exposure.	Earth Systems and Patterns
SC.6.E.7.9	Describe how the composition and structure of the atmosphere protects life and insulates the planet.	Earth Systems and Patterns
SC.6.N.1.1	Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	The Practice of Science
SC.6.N.1.2	Explain why scientific investigations should be replicable.	The Practice of Science

SC.6.N.1.3	Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.	The Practice of Science
SC.6.N.1.4	Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.	The Practice of Science
SC.6.N.1.5	Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.	The Practice of Science
SC.6.N.2.1	Distinguish science from other activities involving thought.	The Characteristics of Scientific Knowledge
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.	The Characteristics of Scientific Knowledge
SC.6.N.2.3	Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.	The Characteristics of Scientific Knowledge
SC.6.N.3.1	Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.	The Role of Theories, Laws, Hypotheses, and Models
SC.6.N.3.2	Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.	The Role of Theories, Laws, Hypotheses, and Models

SC.6.N.3.3	Give several examples of scientific laws.	The Role of Theories, Laws, Hypotheses, and Models
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks.	The Role of Theories, Laws, Hypotheses, and Models
SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	Earth Structures
SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	Earth Structures
SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	Earth Structures
SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	Earth Structures
SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	Earth Structures
SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	Earth Structures

SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	Earth Structures
SC.8.E.5.1	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	Earth in Space and Time
SC.8.E.5.2	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	Earth in Space and Time
SC.8.E.5.3	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.	Earth in Space and Time
SC.8.E.5.4	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.	Earth in Space and Time
SC.8.E.5.5	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).	Earth in Space and Time
SC.8.E.5.6	Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.	Earth in Space and Time
SC.8.E.5.7	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	Earth in Space and Time
SC.8.E.5.8	Compare various historical models of the Solar System, including geocentric and heliocentric.	Earth in Space and Time

SC.8.E.5.9	Explain the impact of objects in space on each other including: 1. the Sun on the Earth including seasons and gravitational attraction 2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	Earth in Space and Time
SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	Earth in Space and Time
SC.8.E.5.11	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	Earth in Space and Time
SC.8.E.5.12	Summarize the effects of space exploration on the economy and culture of Florida.	Earth in Space and Time

Instructional Methods/Strategies:

- Hands-on activities and labs that incorporate the scientific method
- The Smartboard is sometimes used to follow the course's digital path while the teacher guides students to take notes in their interactive notebooks. These notebooks include foldables, charts, diagrams, and drawings to help the students make meaning within new concepts. They also incorporate the use of color with purpose.
- Review games to solidify concepts and practice test-taking strategies
- Gizmos
- Web quests
- Virtual labs
- BrainPOP
- Online interactives
- Flipgrid
- Newsela
- Dogo News
- Squid Books
- Quizizz
- Quizlet
- Kahoot

- GoFormative
- EdPuzzle
- Freckle

World Studies: The Ancient World Curriculum Guide

Course Description: Students will study ancient world history and geography. All units include an examination of the impact of economics, politics, and social history on the developing world. The five themes of geography (location, movement, region, place, and human-environmental interaction) are woven into all the units. An emphasis will be placed on how geography affected the development of ancient civilizations.

Goals/Objectives:

Students will be able to demonstrate their learning in the following ways:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference
- Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- Identify and describe selected historical periods and patterns of change within and across cultures
- Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape
- Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information
- Locate and describe varying landforms and geographic features and explain their relationship with the ecosystem
- Describe how people create places that reflect cultural values and ideals
- Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings
- Relate personal changes to social, cultural, and historical contexts
- Identify and describe ways regional, ethnic, and national cultures influences individuals' daily lives
- Demonstrate an understanding of concepts such as role, status, and social class in describing interactions of individuals and social groups
- Describe the purpose of government and how its powers are acquired, used, and justified
- Describe and analyze the role of technology as it contributes to or helps resolve conflicts
- Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system
- Explain and illustrate how values and beliefs influence different economic decisions
- Differentiate among various forms of exchange and money
- Examine and describe the influence of culture on scientific and technological choices and advancement
- Describe instances in which language, art music, and belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding

- Describe and analyze the effects of changing technologies on the global community
- Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and rule of law

Instructional Methods/Strategies: Students will participate in daily lessons and activities according to the current unit. *World Studies: The Ancient World* student text provides narrative text, practice, and assessments in a readable and accessible format. The textbook and multimedia sources will be used to study, discuss, and review topics. Students will receive additional practice through classwork and homework assignments. In addition, students will be given assessments at the end of each unit to assess mastery of the skills taught. Instructional strategies used in student-centered units include: scaffolding, modeling, guiding, direct and individualized instruction, Cornell Notes, instructional videos, collaboration, graphic organizers, sequencing, project-based learning, presentations, and active listening.