In the regular math class we work at a medium pace, covering one section at a time. There are always review days to re-teach the information that was learned and possibly forgotten or not understood. This class is taught with a math book called: Middle School Math with Scott Foresman and Addison Wesley. This book covers many topics such as: Graphs and data, number sense and operation sense, decimals, measurement, patterns and number theory, fractions, geometry of polygons, integers and coordinate planes, ratio, proportion, and percent, solids and surface area, and probability. The regular math class will not complete the entire book, but will make it through the first 9 to 10 chapters out of 12 all together. In regular math class, they also write three essays for the NCA and we work on many projects, based on the content of the current chapter, throughout the course of the year.
Students are in a self-contained class for math with other students with special educational needs. Students in this room use a math program called Accelerated Math. Students take a test on the computer. The computer than determines the student’s strengths and weaknesses in math. This test also determines where they should start in the Accelerated Math program. This program motivates students by giving immediate feedback on homework/tests. This program not only reinforces basic skills it also allows students to work at their own pace while still working at their skill level.

In the Accelerated Math class we work at a faster pace than the Regular Math class.
We finish the entire math book by the end of the year. Some days the class covers 2 sections and some days the class completes one. This depends on the difficulty level of the lesson. This book, Middle School Math with Scott Foresman and Addison Wesley, covers many topics such as: Graphs and data, number sense and operation sense, decimals, measurement, patterns and number theory, fractions, geometry of polygons, integers and coordinate planes, ratio, proportion and percent, solids and surface area, and probability. In accelerated math class, they also write three essays for the NCA and we work on many projects throughout the course of the year.

In this course, students move through the sixth grade textbook at a faster pace than
other sixth grade mathematics courses. Higher level thinking activities and projects are also done. Students are assigned to this course based on a rubric that assesses ITBS test scores, COGAT scores, as well as teacher recommendation. This class has a limited number of students who are assigned to this course. Students have higher expectations than other regular education classes, as they do not have chances to make-up late homework assignments.
This program prepares students for 8th grade math. The course content focuses on data analysis, introduction to algebra concepts, decimal, fraction, and percent work, geometry, rates, ratios, and proportions, scales and similarity, integers, and probability.

This course ties in NTCM content and process standards. Students also learn practical strategies for taking tests. Projects are interspersed throughout the course to help reinforce concepts.

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7th Grade Resource Math is a basic math course. The class focuses on teaching and reinforcing the basics of math with multi-step problems. This is accomplished through the “Accelerated Math” program.

Accelerated Math is an individual study, computer-based learning system that, based on an ability pre-test, allows the student to start and continue to work at their individual placement. The "computer” assigns the work on their specific need.

Once their assignment is completed, the computer scores their work immediately, providing instant feedback on their performance. As a skill area is mastered, the student will then move along sequentially to the next section.

The goal is to assist the student’s learning through individualized, student-based learning, immediate feedback and reinforcement, with the ultimate goal of moving toward, and hopefully, achieving appropriate grade-level placement outside of the resource placement.
This honors-level course prepares students for Algebra 1 in 8th grade just at a slightly slower pace than that of AT Math.

This honors-level course prepares students for Algebra 1 in 8th grade. The course content focuses on algebraic expressions, solving equations and inequalities with integers, fractions, and decimals, ratios, proportions, and percents, linear functions, graphing, geometry concepts, data analysis, probability, polynomials, and nonlinear functions.

This course ties in NTCM content and process standards. Students also learn practical strategies for taking tests. Projects are interspersed throughout the course to reinforce concepts.
This program prepares students for high school math. Content focuses on algebraic reasoning that includes algebra, geometry, problem solving, statistics & probability, numbers, computation & estimation, patterns and functions, and measurement. This course ties in NTCM content and process standards. Students also learn practical strategies for taking tests. This course helps student performance by adapting to each student’s unique learning needs.
This course will use the accelerated math program curriculum. This program allows students to work at their own pace on assignments that are appropriate for their individual skill levels. Accelerated Math is a computer-based system that manages and monitors students’ mathematical learning. Accelerated Math automatically prints customized practice assignments and tests for each student, scores students’ work, and reports the results immediately. Because Accelerated Math performs these essential tasks automatically, I have more time to plan and teach, and students have more time to learn. This course is designed to build self-confidence in the area of mathematics.
In accelerated math the students are coming in from a general math in seventh grade. The particular students have been hand picked for having the ability and the desire to do higher-level math. Accelerated Math covers 3 chapters of Pre-Algebra for the first two weeks and then proceed to the Algebra I book. What separates Accelerated Math from Advanced Math is that while Advanced Math will take days to explore enrichment activities, Accelerated Math follows a general path through Algebra I, mostly to make up for skipping Math 8. Basically the top 30 students go to Advanced Math, so this program helps the next 30 instead of just having them in general math placement.
The course content will include that real number system (positive, zero, and negative numbers). Emphasis is placed upon solving of equations, graphing, work with functions, systems of linear equations, work with powers and roots, and an introduction into quadratic equations. (Scientific calculators are a necessity, but there will be times when no calculators are allowed.)
The students in sixth grade begin the year with a focus on the scientific method. They perform experiments and incorporate the use of measurement and the metric system for length, weight, mass, and volume.

The students also become acquainted with microscopes and their functions by investigating pond water. Several of the sixth grade’s large units include environments, pollution, rocks and minerals, plate tectonics, earthquakes, volcanoes, and the structure of the earth. Students also study fossils and dinosaurs to understand the evidence of geologic time and changes over time. All Sixth Grade science students are also required to write three five-paragraph essays for the school’s “writing across the curriculum” program.
7th Grade Science

Seventh grade science covers four topic areas: astronomy, chemistry, biology, and electronics.

At the beginning of the chemistry unit, the students will learn how to properly handle lab equipment, know safety rules and symbols in the lab, and understand what to do if an injury occurs. We will also work on the scientific method and use it to write lab reports for experiments that we conduct. During the measurement portion of the unit, we will work on measuring mass, volume, density, and length using the correct instruments and units. We will study physical and chemical properties and their changes. We will also study the states of matter including Boyle’s Law and Charles’ Law. The class will learn about elements, the Periodic Table, and the difference between compounds and mixtures. We will also learn the basic structure of an atom, including protons, neutrons, electrons, and their changes. At the end of the chemistry unit, the class will spend time working on graphing. The students will be able to read, comprehend, and make different types of graphs.

During the biology unit, the class will learn about basic cell, tissue, and organ structures. The cell theory, the cell cycle, and the production of new cells, including mitosis and meiosis will be discussed. The two different types of cell, plant and animal will be introduced. The class will study different ways in and out of cells, including osmosis, passive and active transport, and how large particles get through cells. We will study photosynthesis and cellular respiration. We will also study the genetic findings of Gregor Mendel. The class will also focus on dominant and recessive traits and be able to read, understand, and make Punnett Squares to show the relationship. We will study organisms and learn how to classify them using the seven levels of classification and scientific names. We will also learn about the six kingdoms that organisms fit into.

During the astronomy unit, we will learn about the three types of galaxies and discover which type our solar system is located in. The class will study stars, constellations, light years, the life cycle of a star, and the location of well-known stars. We will learn about the sun, the electromagnetic and visible spectrum of light. We will also learn about the sun’s atmosphere. The formation of the milky way, it’s motion and order of the planets, the atmospheres of the planets, and other objects in our solar system will also be discussed. The moon’s phases, including solar and lunar eclipses will also be covered in this unit.
7th Grade Science continued…

We will learn about the basic history of NASA, including artificial satellites, space travel, and the International Space station. We will also discuss the two different types of telescopes that scientists use to study space.

During the electronics unit, the students will learn many different components and terms through self-exploration labs using springboards. We will start with the direction of current and then move into series and parallel circuits. Short circuits will also be discussed. We will learn about resistors and how resistance and how it affects the current. The class will learn to draw schematic drawings for the circuits that they build including all of the symbols for components that we use. We will learn how to decode resistors using ohms. We will study voltage and measure voltage drop over different components, including resistors, lamps, potentiometers, diodes, and LEDs in circuits by using a voltmeter. Students will also be able to use the multimeter properly to measure voltage drop, ohms, and current.
This brief overview of the concepts covered in 8th grade science class. We are fortunate to have science classrooms designed like a high school laboratory setting. Therefore, we do incorporate many labs and hands-on experiments throughout each unit.

**Lab Skills**
Safety, Equipment, Scientific Method, Reports, Measurement- length, volume, mass, density

**Atomic Structure/Periodic Table**
Particles of an atom (including quarks) – charge, location, size; Organization of the Periodic table; Memorize chemical symbols; Draw and atom of any given element using periodic table; Identify elements using periodic table – such as family, period, and valence electrons.

**Parachute Unit**
Interdisciplinary unit where students work in teams to design, build, test, and sell their parachute design.

**Chemistry**
Covalent/Ionic Bonding, Chemical formulas/equations, Chemical reactions, Balancing chemical reactions.

**Cells/Heredity**
Structure and function of cell organelles, Mitosis/Meiosis, Mendel’s experiments with peas, Punnett Squares, Incomplete dominance, Sex-linked traits, Genetic Disorders/Diseases.

**Weather/Climate**
The atmosphere, Air masses and fronts, Forecasting, and Climate Zones.

**Bottle Rockets**
Students work in teams to design, build, test, and launch a bottle rocket.
Reading/Literature: Students will build comprehension skills using a variety of genres and literacy elements.

Grammar: Students will demonstrate the use of classic English conventions through reading and writing.

Writing: Students will write to communicate for various purposes and audiences throughout the middle school curriculum using the writing process (prewriting, drafting, reviewing, editing, and publishing).

Research: Students will utilize various resources in order to investigate topics and issues to produce a final product.

Speaking and Listening: Students will listen actively and give effective oral presentations, recitations, and dramatic reading in all aspects of the middle school curriculum.

A.T.: Accomplishes above goals by using higher level novels and activities. Moves at a faster pace than other language classes.

6th Grade Special Language Arts Curriculum (Self-Contained/Instructional)
**Daily DOL**  
Daily Oral Language  
Daily Language Review Gr. 5 book  
Evan-Moor Educational Pub.

**Weekly Spelling**  
Spelling Workout Book C 3rd Grade  
Modern Curriculum Press  
(Consonant patterns, vowel sounds, clusters, digraphs, plural, prefixes, suffixes, homonyms)  
3 state words are given as challenge words each week.

**Weekly Vocabulary**  
5 weekly words to define, use in a sentences and a quiz each week.

**Accelerated Reading**  
Individualized Reading Program  
Assessment on computer  
Aprox. 15 min. per day

**Grammar**  
Various workbooks are utilized that focus on the specific skills we are covering (nouns, plurals, adjectives, verbs, adverbs, types of sentences, punctuation and grammar)

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**6th Grade Special Ed. Language continued…**

**Comprehension Activities**  
Reading short stories for comprehension success The Center for Applies Research Pub. Co. (covers factual questions, sequencing, drawing conclusions, making inferences, predictions, cause and effect, main idea, comparing, summarizing and fact and opinion).  Many other workbooks on
reading skills are also used in the Language Arts program.

*Novel Studies*

- Tom Sawyer
  Saddleback Classic High Interest Low Vocab.
  Gr. Level 4

- Call of the Wild
  Saddleback Classic
  Gr. Level 4.5

- Loser by Jerry Spinelli
  High Interest/Low Vocabulary

This course is designed around the Accelerated Reader Program. This program allows students to read books and answer comprehension questions at their instructional reading level. It is a computer-based system that manages and monitors students’ reading skills. The Accelerated Grammar and Spelling Program have just been introduced into the curriculum. This is also a computer-based system that automatically prints customized practice assignments and tests for each student, scores students’
work, and reports the results immediately. These programs are designed to build self-confidence in the areas of language arts.

Along with the Accelerated programs, literature and writing are incorporated into the class. Through the use of literature selections, students will experience the richness of our language and participate in whole class discussions using higher-level thinking skills. Students’ writing will grow through a multitude of experiences, not only in the study of literature but also through vocabulary development, grammar and spelling instruction, and creative and expository writing.

The Physical Education curriculum at Sandwich Middle School is designed to promote individual physical fitness and provide opportunities for students to develop skills, attitudes and knowledge about physical, mental, social and emotional needs. Students may then retain, build upon and utilize these sports and/or fitness related knowledge base toward lifetime participation in sports, leisure and fitness related activities.

**ACTIVITY EXAMPLES:**

Soccer, flag football, fitness testing, fitness circuit, dance, ultimate frisbee, speedball, volleyball, basketball, badminton, floor hockey, skating, bowling as well as other units added at teacher discretion. A fitness center has been
added which includes a universal weight machine and various other fitness equipment that will be utilized in class. *Co-ed and Non Co-ed activities will be determined by the teacher in line with school policy, safety, and accounting for individual differences. EVERY STUDENT WILL HAVE A CHANCE TO SUCCEED AND ENJOY EVERY ACTIVITY.

6th Grade Life Skills

Each student will partake in units that will guide them in the discovery of health awareness, body systems, community involvement, and self-imaging. Students will involve themselves with thought provoking activities in which they eventually make better decisions and set up some long and short-term goals. Also students will participate in lessons that will teach them information about the basics of certain body parts (eyes, ears, skin, etc…) such as functions and proper care techniques. Community involvement in health is an important trait that is taught here in life skills. Students will learn of what kind of doctors there are and where they can find health care providers in their community. Finally the students will wrap up their quarter long class with an advertising unit in which they create their own products and try and advertise them using the techniques they have witnessed.
Each student will discover the 5 States of Health (physical, social, mental, emotional, and spiritual). Throughout these units, the students will complete profiles of them and demonstrate their actions through activities. A talent show, personality survey, skits, building a recreation center, career education, relaxation, etc., are just a few of the activities. The main goals of the class are to have the student become aware of their actions and become the best individual possible. Character education is very important in 7th grade and every student will start understanding their role in relation to school, friends, family, and life in general.
Every student will learn the body systems, have a crash course in dating/relationships/sex education, get married in our career education unit, and understand peer pressure through the drug education unit. They bring all the units together by learning the importance of being organized through study skills. Discussions create the atmosphere of our classroom, as students will be able to dissect these units bit by bit.
1. **Projects**
   A. **Repeated Pattern Design-Gel Pens**
   B. **Ruler Packet (how to use a ruler)**
   C. **3-D Star**
      1. How to Color
      2. How to Cut
      3. How to Fold
   D. **Paper Mola-Originals Made From Cloth**
   e. Clay pinch pots & coil pots
f. String picture
g. Bubble Letter name

7th Grade Explorer-ART

Working with clay and glazes
One point perspective
Stain glass
Measurement packet
Scratch Art
Maze
Paper mask
Working with clay and glazes
2 Point perspectives
Clay mask
Flip Book
Color value painting
Contrasto picture
String design
General Music

I. Projects
   A. Note names Treble and Bass Clef
   B. Inner/Outer Leger Lines And Spaces
   C. Rests
   D. Accidentals
   E. Meter
   F. Key Signatures

II. Composers
   A. Bach
   B. Beethoven
   C. Bizet
   D. Handel
   E. Liszt
   F. Rossini
   G. Strauss

III. Guitar
A. Tune 1st, 2nd, 3rd, Strings
B. Play Lead On 3 Strings
C. Learn Chords
D. Play in an Ensemble

Sewing And Cooking

I. Sewing on a Button
II. Make a Frog Pin Cushion
III. Discuss how to do Laundry/Watch movie on laundry
IV. Complete Johnson/Johnson Babysitting course
   a. Test on Babysitting
   b. Test on First Aid
V. Kitchen Safety/Measurement/Cooking Groups
   a. Carmel Corn
   b. Rice Krispie Treats
   c. Veg/Dip and Grilled Cheese
   d. Omelet
   e. French Toast/Syrup
   f. Cookies
   g. Nachos/Quesadillas
   h. Monkey Bread
I. COURSE OVERVIEW

II. TEEN GUIDE CHAPTERS
   A. GETTING READY
   B. EQUIPMENT AND PREPARATION

III. PRACTICE SEWING SKILLS ON PAPER

IV. LEARN ABOUT THE SEWING MACHINE
    A. NAMES OF PARTS
    B. HOW THEY WORK
    C. HOW TO WIND A BOBBIN
    D. HOW TO THREAD THE MACHINE

V. MAKE A SQUARE PILLOW
    A. PRESS
    B. PIN
    C. SEW
    D. TRIM
    E. STUFF
    F. HAND SEW CLOSE

VI. MAKE A PAIR OF SHORTS
    A. HAVE STUDENT MEASURE THEMSELVES
8th Grade Sewing

I. COURSE OVERVIEW

II. TEEN GUIDE CHAPTERS
   A. YOUR CLOTHES
   B. CONSTRUCTION TECHNIQUES

III. PRACTICE SEWING SKILLS ON PAPER

IV. REVIEW THE SEWING MACHINE
   A. NAMES OF PARTS
   B. HOW THEY WORK
   C. WIND A BOBBIN
   D. THREAD THE MACHINE

V. MAKE A BOOK BAG
   A. PRESS
   B. PIN
   C. SEW
   D. TRIM

VI. MAKE A STUFFED ANIMAL
   A. CUT OUT FUR
   B. PIN FUR
   C. HAND SEW
I. Work On Safety
   a. Pass a Safety Test—before moving on
   b. General
   c. Machines

II. Projects
   a. Oven Utensil—push and pull—they design
   b. Name Board

III. Game
   a. Triangle
   b. Golf Tee Game

IV. Extra Time? Student Can Pick Cut Outs—From Plywood or Their Own Choice
I. Course Overview
II. How To Use The Woodworking Machines
   a. Stop By Step Instructions
   b. Safety Precautions
III. Review Safety Rules
   a. Safety Test
IV. Wood Projects—Choose 2
   a. Clock
   b. Mirror
   c. Bank
   d. Shelves
   e. Coat Rack
f. Game Boards  
g. Ball Bats  
h. Lamps  
i. Candle Holders  
j. Coat Hangers  
k. Misc. Project With Approval

Review  
Measuring  
Vocabulary and Abbreviations  
Safety and Sanitation  
Lab Rules

Food Pyramid  
Bread (Cereal, Rice, Pasta)  
Nutrition
Buying and Storing
Cooking
Vegetables (raw, canned, cooked, dried or juice)
   Nutrition
   Buying and Storing
   Cooking
Fruit (raw, canned, cooked, dried or juice)
   Nutrition
   Buying and Storing
   Cooking
Meat (eggs, dry beans, peanut butter, and tofu)
   Nutrition
   Buying and Storing
   Cooking
Dairy (milk, cheese, ice cream, sour cream, yogurt)
   Nutrition
   Buying and Storing
   Cooking
Others (sweets, oil, and fats)

Review
   Equipment
   Vocabulary and Abbreviations
   Measuring
   Safety
   Manner & Table Setting
   Lab Rules
This course covers a wide range of world wide and closer to home topics. First quarter, they start by using maps with the ability to read and study them locally to globally. Second quarter, they will then...
move into a great and fun Egyptian unit with many hands on projects. These hands on projects help the student’s understanding and learning process, without realizing they’ve done so. We encourage creative ideas and how they think things would have been like back then. We move on to a Veterans Day section with an assembly with local VFW members.

Third Quarter we cover many wars from the fall of the Roman Empire to the Peloponnesian Wars. Discussion of types of Roman government, Olympics, Philosophy, Socrates, Alexander the Great, Geography of Fertile Crescent, Cuneiform, Geography of India, Judaism, Hinduism, and Buddhism. There will be special days discussing and learning the history of Martin Luther King Jr. and Casimir Pulaski. Another fun unit for the students; we study medieval times in Europe. This is with the manors, lords, fiefs, and serfs how things worked and their jobs. The Magna Carta, Crusades, Renaissance, Shakespeare and KNIGHTS! Hands on projects surround a medieval theme. The students seem to really enjoy this unit. The highlight of the quarter is a fieldtrip to Medieval Times, where the students can relate to what they have learned about knights, and the way for life back then.

Fourth Quarter we will then move onto China, Emperors, geography, and dynasties and...
How did we learn about early people?

2nd Quarter
Delta, Economy, Empire, Expedition, Hieroglyphics, Irrigation, Scale, Strike, Slavery, Unification, Pharaoh, Rosetta Stone, Social Pyramid, Mummies, Veterans Day.
Why did they build pyramids?
Why did they make Mummies?
Projects: Mummy Project
Pyramid Book
Flip Book

3rd Quarter
What caused the rise and fall of the Roman Empire?
What caused the rise and fall of the Greek City-States?

6TH grade Social Studies continued...

3rd Quarter
Geography of Europe manors, Feudalism, Lords, Fiefs, Serfs, Magna Carta, Crusades, Renaissance, Cathedral, Reformation, Martin Luther,
Queen Elizabeth, Shakespeare, Black Death, Knights, Geography of China
dynasties, Oracle bones, Emperor, Confucius, Great Wall of China, Silk Road.

How did manors work?
Why was the Reformation important?
Why were Confucius’s ideas important?
How were the dynasties different?
Projects: Manor project
M&M project (Feudalism)
Nameplates
China information packet
Silk Road Story

FIELDTRIP: MEDIEVAL TIMES

Fourth Quarter
China, Middle America, and Ancient Japan.

7th Grade Social Studies

1st Quarter:
Students will study Early American Cultures, European Exploration and Conquest, and Colonization of the Americas.

Who were the earliest Americans?
What affect did these ancient cultures have on the Americas?
How did the Age of Exploration effect the Americas and colonists?
What was the economic impact of exploration?
What impact did Colonization have on the Americas?
Why did many Europeans relocate to the Colonies?
What role did Native Americans play in the lives of the colonists?

2nd Quarter:
Students will study Pre-Revolutionary Era, American Revolution, Federalists and the Constitution, and Veterans Day.

What events helped the ideas of independence grow in the colonies?
What were the major causes of the American Revolutionary War?
Why were the Colonists able to defeat the English?
What is Federalism?
How was the U.S. Constitution different from the Articles of Confederation?

Assembly:
VFW members on Veterans’ Day

3rd Quarter:
Students will study Jeffersonian Era, Jacksonian Period, Manifest Destiny, and Martin Luther King Jr. Day.

What was the impact of political parties on American politics?
How did the accomplishments of the Jeffersonian Presidents impact the United States?
How did the Jackson presidency change America?
What factors led to Westward Expansion in America?
How did Texas independence affect the United States and Mexico?
4th Quarter:
Students will study Age of Reform, Ante-Bellum America, American Civil War, and Reconstruction Period.

What major changes occurred during the Age of Reform?
How did economics in the North and South lead to sectionalism?

How did the abolitionist movement grow during the late 1800s?
What political and social events led to the American Civil War?
What advantages/disadvantages did the North and South face at the start of the Civil War?
What were the major events of the Civil War and who was involved?
How did the Civil War affect the people of the North and South?
What were the major plans for Reconstruction?
What was the overall effect of Reconstruction on the South?
What events led to impeachment for President Johnson?
RECONSTRUCTION AND ITS AFTERMATH
• Compare Lincoln’s, the Radical Republican’s, and Johnson’s Reconstruction plans.
• Discuss the main features of Radical Reconstruction.
• Describe the decline and virtual end of Reconstruction.
• Examine the advantages and disadvantages of the New South.

WESTERN FRONTIER
• Explain the relationship among the railroads, the Cattle Kingdom, and farmers.
• Explain why whites and Native Americans of the Plains were in conflict and summarize the results of the conflict.
• Summarize the plight of farmers in the late 1800s and explain how they tried to help themselves.

THE GROWTH OF INDUSTRY
• Describe the ways railroad barons made their fortunes and how the railroads changed the national economy.
• Describe the growth of large corporations and the benefits and problems that developed with that growth.
• Summarize the reasons workers demanded improvements in working conditions and wages and explain how unions helped workers gain power.

TOWARD AN URBAN AMERICA
• Evaluate the impact of the “old” and the “new” immigrants on American society.
• Describe the changes in American culture at the beginning of the twentieth century.

PROGRESSIVE REFORMS
• Analyze the methods and effects of progressivism in governmental and business practices.
• Identify signs of change in the roles of American women and ways in which they participated in various reform movements, especially the movement of woman suffrage.
• Discuss reforms made by Theodore Roosevelt, William Howard Taft, and Woodrow Wilson as well as the rise of the Progressive Party.

OVERSEAS EXPANSION
- Explain why American imperialism grew in the Nineteenth century and how imperialism shaped the foreign policy of the United States.
- Identify causes, key events, and results of the Spanish-American War. Discuss the building of the Panama Canal and relations with Mexico in light of the diplomatic ideas of Presidents Roosevelt, Taft, and Wilson.

**WORLD WAR I**
- Discuss the factors that led to large-scale war in Europe and the new technology that made the war so devastating.
- Explain how the United States moved from a position of neutrality to a declaration of war and commitment of troops to the conflict.
- Discuss the terms of and response to President Wilson’s peace plan and to the Treaty of Versailles.

**THE JAZZ AGE**
- Discuss the effects of anti-foreign and anti-radical sentiments on American society in the 1920s.
- Evaluate how economic prosperity during the 1920s affected American society and culture.
- Summarize the changes in American lifestyles and culture during the 1920s.

**THE DEPRESSION AND FDR**
- Examine the causes and effects of the Great Depression.
- Summarize the programs passed during the Hundred Days.
- Describe how the Great Depression affected American society.
- Evaluate how President Roosevelt’s Second New Deal Affected the American economy and society.

**WORLD WAR II**
- Summarize changes in the United States economy and the adaptations the American people made during World War II.
- Name some of the important battles and tactics that led to Allied victory in Africa and Europe.
- Explain how the Allies won the war in the Pacific.

**THE COLD WAR ERA AND AMERICA IN THE FIFTIES**
- Discuss how President Truman attempted to deal with economic problems as well as problems in race relations.
- Interpret changes in the views of American leaders toward Korea and the struggle against communism itself in light of key events in the Korean War.
- Analyze McCarthyism and other signs of fears about communism that marked American society at this time.
THE CIVIL RIGHTS ERA

- Recall key events in the rise of the civil rights movement in the United States during the 1950s.
- Discuss the nature and effects of the domestic policies promoted by Presidents Kennedy and Johnson.
- Describe how the civil rights movement in the United States changes in the 1960s.
- Recall ways in which women, Hispanic Americans, Native Americans, and disabled Americans took action to improve their lives in the 1960s and 1970s.

THE VIETNAM ERA

- Discuss President Kennedy’s general foreign policy goals and his responses to actions by the Soviet Union in Cuba, in Berlin, and in space.
- Analyze the viewpoints and actions that indicated how Americans in various segments of society felt about the Vietnam War.
- Summarize the changes in the Vietnam War in 1968 and key events at home that indicated a growing distaste for that war.

SEARCH FOR STABILITY

- Describe President Nixon’s foreign policy.
- Summarize Nixon’s domestic policies and the actions that led to his resignation.
- Evaluate Ford’s response to controversies, foreign affairs and economic problems.
- Analyze how Carter’s goal to create a more informal, moral presidency affected his re-election.

NEW CHALLENGES

- Describe Reagan’s presidency in regard to his views on government size, government spending, and communism.
- Summarize events in Eastern Europe and the Soviet Union that led to the end of the cold war and the breakup of the Soviet Union.
- Describe the foreign and domestic challenges Clinton faced in his second term, including his impeachment.
- Summarize the election of 2000 by listing who ran for president and describing the election’s outcome.
UNITED STATES & ILLINOIS CONSTITUTION

- Understand how the American political system developed.
- Know the branches of government and how they interact (state and federal).
- Understand the rights and responsibilities of a citizen in the United States.

6th Grade Band

6TH GRADE BAND- THE 6TH GRADE BAND MEETS 3 TIMES A WEEK FOR FULL REHEARSALS AND ONCE A WEEK IN SECTION LESSON GROUPS. THEY PERFORM IN THREE CONCERTS PER YEAR. 6TH GRADE BAND STUDENTS MAY ALSO PARTICIPATE IN THE JUNIOR REGIMENT AND THE IGSMA SOLO AND ENSEMBLE CONTEST.
The 7/8-grade band meets 5 days a week for full rehearsals and once a week in section lesson groups. They perform in one parade, a football game, organizations contest, and three concerts per year. 7/8 band students may also participate in the junior regiment, IMEA.
AUDITIONS/FESTIVAL JAZZ BAND AND THE IGSMA SOLO AND ENSEMBLE CONTEST.

THE JUNIOR REGIMENT IS A VOLUNTARY MARCHING GROUP OPEN TO ALL 6/7/8 BAND STUDENTS AND PRACTICES OUTSIDE OF SCHOOL HOURS. THEY PARTICIPATE IN VARIOUS PARADES IN THE SUMMER AND FALL.
The Jazz Band meets Thursday mornings before school. They perform in two concerts per year.
JAZZ BAND IS OPEN TO ALL 7/8-BAND STUDENTS.