

Middle School Mathematics Objectives 2009-2010

Teacher: Jef Fern

Specific unit goals are:

To understand numeration .

Students will be able to:

- read, write, and compare whole numbers and decimals

To understand measurement.

Students will be able to:

- find length, mass, and capacity, using metric and U.S. customary units of measurement.

To understand addition and subtraction of whole numbers and decimals.

Students will be able to:

- add and subtract whole numbers and decimals

To understand multiplication and division of whole numbers and decimals.

Students will be able to:

- multiply and divide whole numbers and decimals

To understand rounding and estimating.

Students will be able to:

- round whole number and decimals
- use rounding to estimate sum, difference, product, and quotient

To understand number theory and developing fractions.

Students will be able to:

- find factors and greatest common factor
- find multiples and least common multiple
- distinguish between primes and composites
- use equivalent fractions, lowest terms, and mixed numbers.
- convert fractions to and from decimals.

To understand operations with fractions.

Students will be able to:

- add, subtract, multiply, and divide fractions and mixed numbers
- apply those operations to word problems

To understand integers.

Students will be able to:

- use opposites and absolute value
- compare and order positive and negative whole numbers
- add, subtract, multiply and divide integers
- the coordinate plane

To understand equations.

Students will be able to:

- solve and use expressions and equations.
- use equations with all operations.
- use equations involving two operations.

To understand geometry.

Students will be able to:

- identify point, line, plane, and angles.
- identify parallel and perpendicular lines.
- name types of triangles, polygons, and quadrilaterals.
- compute perimeter and area.
- compute circumference and area of circles

Grading Criteria: Tests 75 percent, Homework completion 25 percent

Resources:

Textbook: HOUGHTON MIFFLIN MATHEMATICS ISBN 0-395-46218-5

Pre-Algebra Objectives 2009-2010

Teacher: Jef Fern

Specific unit goals are:

To understand decimal notation.

Students will be able to:

- read, write, and compare whole numbers, decimals, and fractions.
- round decimal numbers.
- begin to use negative numbers.

To understand large and small numbers.

Students will be able to:

- use powers of ten and scientific notation.
- use percent

To understand measurement.

Students will be able to:

- use the customary system and the metric system.
- convert between systems.
- measure and angles and distinguish types of angles.
- compute area and volume.

To understand uses of variables.

Students will be able to:

- apply order of operations.
- translate words to algebraic expressions.
- evaluate expressions.
- use grouping symbols and formulas.
- determine probability.
- write and solve inequalities.

To understand patterns leading to addition.

Students will be able to:

- apply models for addition.
- identify opposites.
- use the commutative and associative properties.
- solve simple equations.

To understand problem-solving strategies.

Students will be able to:

- read carefully.
- draw a picture.
- use trial and error.
- use special cases and simpler numbers.

To understand patterns leading to subtraction.

Students will be able to:

- apply models for subtraction.
- use opposites.
- solve equations.
- work with special quadrilaterals.
- use the triangle-sum property.

To understand displays.

Students will be able to:

- use bar, line, and coordinate graphs.
- plot translations and reflections
- identify and create tessellations

To understand patterns leading to multiplication.

Students will be able to:

- apply models for multiplication (area and rate factor).
- find volumes of rectangular solids
- multiply fractions and probabilities
- multiply negative numbers and zero
- use the distributive property
- find areas of triangles and trapezoids

To understand patterns leading to division.

Students will be able to:

- apply models for division.
- divide integers and fractions.
- divide proportions.
- use the means-extremes property

Grading Criteria: Tests 75 percent, Homework completion 25 percent

Resources:

Textbook: TRANSITION MATHEMATICS ISBN 0-13-058414-2

Specific unit goals are:

To understand the definition of life and how living things are classified.

Students will be able to:

- describe the scientific method.
- define life.
- describe how living things are classified.

To understand cells.

Students will be able to:

- describe cell structure.
- identify cell parts.
- describe viruses.

To understand cell processes.

Students will be able to:

- describe chemical processes in cells.
- describe how materials are moved in cells.

To understand cell reproduction.

Students will be able to:

- describe cell division and mitosis.
- describe sexual reproduction and meiosis.
- describe DNA.

To understand heredity.

Students will be able to:

- describe what genetics is.
- describe the development of genetics since Mendel.
- describe recent advances in genetics.

To understand adaptations over time.

Students will be able to:

- compare ideas about evolution
- describe clues about evolution
- describe the evolution of primates

To apply the scientific method to a directed experiment and an independently designed experiment.

Resources:

Textbook: LIFE'S STRUCTURE AND FUNCTION ISBN 0-07-861734-0

GRADING CRITERIA:

Chapter tests 50 percent,
Work completion 25 percent
Class participation 25 percent.

Middle School Language Arts Objectives 2009-2010

Teacher: Jef Fern

Specific unit goals are:

To improve reading comprehension skills.

Students will be able to:

- interpret, infer, and summarize.

To improve competency in writing mechanics.

Students will be able to:

- use proper punctuation, capitalization, spelling, and usage.

To improve competency in written expression in expository writing.

Students will be able to:

- express their ideas in clear prose, using explanation and detail.

To improve competency in written expression in creative writing.

Students will be able to:

- have confidence in their ability to use words to create stories and to create poems that are interesting and expressive.

To expand vocabulary knowledge and skills.

Students will be able to:

- use word morphology – useful prefixes, suffixes, and word roots.

To understand the structure of English grammar.

Students will be able to:

- identify words' parts of speech and their relationships in sentences.

To develop abilities and habits of clear and effective speaking.

To develop knowledge and appreciation of the history, complexity, and beauty of the English language.

To practice habits of attention to work quality.

To practice habits of effective work organization and time management.

To develop habits of listening and speaking in ways that encourage respect and effective action for the good of whole as well as the individual.

Students will:

1. Read and respond in group discussion and in writing to examples of prose and poetry.
2. Read and respond -- in group discussion and in writing -- to novels for children and young adults.
3. In expository and creative writing, gain experience and confidence in writing for a reader.
4. In expository writing, be able to write in complete sentences expressing complete ideas, restating a question as part of an answer to the question. Be able to cite examples or details from a text to support an assertion about the text.
5. Expand vocabulary knowledge and skills: Learn at least 90 prefixes, suffixes, or word roots, which will support the students' ability to derive meaning from unfamiliar words.
6. Learn and practice skills in understanding the structure of English grammar: Demonstrate ability to identify parts of speech including: article, noun, verb, adjective, adverb, pronoun, conjunction, preposition, and interjection. Demonstrate ability to identify action and linking verbs and noun functions including: subject, direct object, indirect object, object of preposition, appositive, predicate nominative, and noun of direct address.
7. Learn and practice correct spelling, both of word lists -- lists which demonstrate English spelling rules, lists of words which are frequently misspelled, and lists of words which have been misspelled by the students themselves -- and in their compositions.
8. Improve abilities and habits of clear and effective speaking, as demonstrated in their participation in class discussions.

9. Improve abilities and habits of listening and speaking in ways that encourage respect and effective action for the good of whole and the individual, as demonstrated in their participation in class discussions.
10. Increase knowledge and appreciation for the history, complexity, and beauty of the English language, as demonstrated by their opinions expressed in class discussions and written responses to literature readings.
11. Practice habits of attention to work quality as demonstrated by work on designated written responses to literature readings..
12. Practice habits of effective work organization and time management, as demonstrated by turning in language arts homework assignments complete and on time.

Students will be assessed by:

- evaluation of “graded assignments” for written expression, spelling, punctuation, and orderly presentation.
- grammar tests
- quizzes on spelling and vocabulary
- class participation
- homework completion

GRADING CRITERIA: Tests and graded assignments 60 percent, Homework completion 20 percent, Class participation 20 percent

Resources:

Textbook:

INTRODUCING LITERATURE ISBN 0-02-194390-7

WINSTON GRAMMAR PROGRAM

DAILY ORAL LANGUAGE

Physical Science Objectives 2009-2010

Teacher: Jef Fern

Specific unit goals are:

To understand the nature of science.

Students will be able to:

- describe the scientific method
- apply standards of metric measurement
- distinguish between types of graphs and their applications.

To understand motion, forces, and energy.

Students will be able to:

- describe motion, speed, and velocity
- calculate acceleration
- explain how motion and forces are related
- explore three kinds of friction (static, sliding, and air resistance).

To understand the laws of motion.

Students will be able to:

- define and apply Newton's laws of motion
- describe gravitational force and centripetal force

To understand energy.

Students will be able to:

- distinguish between kinetic and potential energy
- calculate kinetic energy and gravitational potential energy
- discuss the law of conservation of energy

To understand work and machines.

Students will be able to:

- explain the meaning of work and describe how work and energy are related
- calculate work and power
- calculate the mechanical advantage and efficiency of a machine
- describe the six types of simple machine

To understand heat and states of matter.

Students will be able to:

- define temperature and thermal energy
- describe the differences in the four states of matter
- explain why thermal expansion occurs
- compare conduction, convection, and radiation
- describe the laws of thermodynamics
- describe entropy

To understand waves.

Students will be able to:

- define and classify mechanical waves
- define and describe wave properties
- state the law of reflection
- compare refraction and diffraction
- describe wave interference

To understand sound and light.

Students will be able to:

- explain how sound travels and the Doppler effect
- define the index of refraction
- explain how a prism separates sunlight into colors
- explain how concave and convex lenses form images

To understand electricity.

Students will be able to:

- describe how electric charges exert forces on each other
- explain how objects become charged
- describe voltage
- define Ohm's law

To understand magnetism.

Students will be able to:

- explain how a magnet exerts a force
- describe the magnetic field produced by an electric current
- describe how an electric motor works and how a generator works

To understand electromagnetic radiation.

Students will be able to:

- describe properties of electromagnetic waves and the electromagnetic spectrum

To understand classification of matter.

Students will be able to:

- compare solutions, colloids, suspensions, and compounds
- identify chemical changes
- apply the law of conservation of mass to chemical changes

To understand properties of atoms and the periodic table.

Students will be able to:

- identify the names and symbols of common elements
- describe the electron cloud model of the atom
- compute and interpret atomic mass
- explain the composition of the periodic table

To apply the scientific method to a directed experiment and an independently designed experiment.

To use math skills in science study.

To use metric measurement in directed activities and in independent investigation.

To use and exercise safe procedures in lab activities.

Resources:

Textbook: PHYSICAL SCIENCE WITH EARTH SCIENCE ISBN 0-07-868554-0

GRADING CRITERIA:

Chapter tests 40 percent

Work completion 20 percent

Class participation 20 percent

Final exam 20 percent.

GOAL: Students will understand various types of patterns and functional relationships.

Objectives: Students will be able to:

- Describe patterns and create expressions that describe them.
- Describe patterns and predict future outcomes regarding the expressions created by the student.

GOAL: Students will understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Objectives: Students will be able to:

- Differentiate between whole numbers, real numbers and integers.
- Use a number line to indicate solutions.
- Graph horizontal and vertical lines from equations and inequalities.

GOAL: Students will use symbolic forms to represent, model, and analyze mathematical situations.

Objectives: Students will be able to:

- Translate between verbal mathematical situations and algebraic expressions and equations.
- Justify the steps used in simplifying expressions and solving equations and inequalities.
- Determine the equation of a line when given the graph of the line, the slope and a point on the line, or two points on the line.
- Solve systems of two linear equations in two variables algebraically and graphically.
- Analyze transformations of lines and understand how the transformations are represented in equations.
- Evaluate factorial (!) expressions.
- Calculate absolute values.
- Evaluate and simplify expressions involving square roots.

GOAL: Students will understand the meaning of operations and how they relate to each other; use computational tools and strategies fluently and, when appropriate, use estimation.

Objectives: Students will be able to:

- Identify and apply algebraic properties of addition, subtraction, multiplication, and division.
- Apply arithmetic properties to operate on and simplify expressions.
- Solve and check equations of the form $a + x = b$ and $a + x < b$.
- Solve and check equations of the form $ax = b$ and $ax < b$.
- Solve proportions and use the Means-Extremes property.
- Learn to use the distributive property to remove parentheses and simplify expressions.
- Solve linear equations ($ax + b = c$).
- Solve linear inequalities ($ax + b < cx + d$).

GOAL: Students will understand attributes, units, and systems of units in measurement through development and use of techniques, tools, and formulas for measuring.

Objectives: Students will be able to:

- Use formulas, functions, or conversion equations to solve problems dealing with determining a measurement based on another derived or given measurement.
- Calculate rates, compare ratios and solve percents and size change problems.
- Answer word problems involving percent markups or discounts.

GOAL: Students will use visualization and spatial reasoning to solve problems both within and outside of mathematics.

Objectives: Students will be able to:

- Use the Triangle Inequality to determine possible lengths of sides of triangles.
- Use the Pythagorean Theorem to find lengths of the sides of a right triangle.

GOAL: Students will select and use different representational systems, including coordinate geometry.

Objectives: Students will be able to:

- Graph linear equations using slope-intercept, point-slope, and x- and y-intercept techniques.
- Determine the slope of a line when given the graph of a line, two points on the line, or the equation of the line.
- Graph solutions to and interpret coordinate graphs and number lines.
- Form tables and graph from a given equation.

GOAL: Students will pose questions and collect, organize, and represent data to answer those questions and interpret data using methods of exploratory data analysis.

Objectives: Students will be able to:

- Develop and evaluate inferences, predictions, and arguments that are based on data.
- Calculate the mean, median and mode for a set of data.
- Use Venn diagrams to describe unions and intersections.
- Display data in a scatter plot, describe its shape, and determine the line of best fit that models a trend (if a trend exists).

GOAL: Students will understand and apply basic notions of chance and probability.

Objectives: Students will be able to:

- Find and interpret the probability of an event.
- Find probabilities involving geometric regions.

Students will learn by:

- Reading the lesson in the textbook.
- Following teacher examples in class.
- Practicing problem solving in groups.
- Practicing problems individually.
- Repeating the skills on homework.
- Completing projects.
- Completing supplemental worksheets.

Students will be assessed by:

- Class participation
- Skills exhibited on homework.
- Group and individual projects.
- Quizzes and tests.
- Self-evaluations.

Resources:

Algebra 1. Glencoe, McGrawHill Co. 2005.

Algebra, The University of Chicago School Mathematics Project. Scott and Foresman,

COURSE GOALS AND OBJECTIVES

GOAL: Students will learn to differentiate between primary and secondary historical sources, understanding the potential and limitations of each

Objectives:

Students will demonstrate how to:

- Recognize primary and secondary historical sources
- Explain the difference between primary and secondary sources
- Analyze and evaluate the potential and limitations in each type of source

GOAL: Students will understand why and how different people may have different perspectives of the same historical event and multiple interpretations should be considered when evaluating a historical event

Objectives:

Students will demonstrate how to:

- Describe why different cultures, societies and people may have a different perspective and/or interpretation of a given historical event
- Evaluate different perspectives of a given historical event and critically evaluate both view points
- Consider a view point that isn't necessarily their own

GOAL: Students will understand the significance of the events that occurred that lead up to the Revolutionary War

Objectives:

Students will be able to:

- Explain why the Revolutionary War occurred
- Explain why the Colonists were able to bring about a victory in the war

GOAL: Students will understand the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787

Objectives:

Students will be able to:

- Explain why the Articles of Confederation wasn't effective in the New America

- Analyze why changes to the national/central government were to be made in order to solidify the union

GOAL: Students will understand how American democracy was born, and what significant events occurred to establish early American society

Objectives:

Students will be able to:

- Describe the controversies and compromises that were resolved at the Constitutional Convention
- Describe the ideas and principles of the Constitution
- Explain the controversies that rose surrounding the ratification of the Constitution
- Explain how and why the Bill of Rights was developed
- Explain and evaluate the emergence of a two party system

GOAL: Students will explore the significant historical events that occurred in early American Society

Objectives:

Students will be able to:

- Describe significant events and changes associated with Andrew Jackson's presidency
- Explain the impact of the Seneca Falls Convention and major abolitionists
- Describe the impact of the development of technology in the first half of the 19th century and its impact on American life

GOAL: Students will understand how the United States of America came to be a nation of 50 states spread across a continent and an ocean

Objectives:

Students will be able to:

- Explain how and why the U.S. became a continental nation through westward expansion
- Explain the key issues and events that led up to and resulted in the Civil War
- Explain the major factors and events that led to the outcome of the civil war
- Analyze the reconstruction plan of President Lincoln
- Explain the major issues and events that led to the expansion of the United States beyond its continental borders

Students will learn by:

- Participating in class activities and discussions
- Working both individually and in groups on assignments and projects
- Delivering information to a variety of audiences through oral and multimedia presentations
- Receiving and seeking out information from valid and reliable sources, including but not

- limited to the text and teacher
- Completing homework assignments and projects
- Asking questions

Students will be assessed by:

- Efforts and skills exhibited on completed homework assignments, projects, presentations, quizzes and tests
- Willingness to participate in class activities and discussions
- Class preparedness

The cumulative grade for this course will be determined using the following scale:

Class Participation 20%
Homework 20%
Quarter Projects 15%
Quizzes 20%
Tests 25%

Resources:

“A History of US” Series
Various published texts, internet resources, and videos provided in class
Field trips and on-site investigations

Hawaiian History 7/8
Teacher: Maggie Pulver
2009-2010

COURSE GOALS

- To understand change and/or continuity and cause and/or effect in history
- To use geographic representations to organize, analyze, and present information on people, places and environments
- To understand the nature and interaction of geographic regions and societies around the world
- To understand the impact and significance of important events in the history of the Pacific region, including Polynesia, Melanesia and Micronesia
- To understand the impact and significance of important historical events in the history of the Native Hawaiian Kingdom, pre-unification
- To understand the impact and significance of important historical events in the history of the Native Hawaiian Kingdom, post-unification

SPECIFIC UNIT GOALS AND OBJECTIVES

GOAL: Students will understand the importance of significant historical events in the Pacific regions of Polynesia, Melanesia, and Micronesia

Objectives:

Students will be able to:

- Explain why foreigners (including explorers, traders, whalers, and missionaries) came to Oceania and examine the resultant political (including colonization), social (including decline of population and demise of culture), and economic (including trade and diminishing resources) impact on the indigenous people
- Analyze conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences
- Trace the development/evolution of government systems in Oceania from pre-contact to present (including colonization, protectorate, trust territory, territory, commonwealth, self-governing, free-association, and independent) and explain the effects of the changes
- Analyze the roles and responsibilities of contemporary governments (including monarchy, free association, trust territory and independence) in the Pacific Islands and how they are similar or different
- Describe the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two
- Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose solutions to them based on research

GOAL: Students will understand the complexity of pre-historic Hawaiian culture, and learn about significant achievements made by the Native Hawaiians (e.g., agriculture, navigation, way finding, hula and chant).

Objectives:

Students will be able to:

- Explain why and how early Polynesians came to the Hawaiian Islands and examine the resultant impact on the islands themselves
- Analyze the beliefs, values, and norms of Native Hawaiian society
- Trace the development/evolution of the kapu system in Hawaii, that regulated daily life
- Describe the cultural significance of hula and chant
- Explain and discuss the Native Hawaiian Ahupua'a land management system, and its significance in land/resource management

GOAL: Students will explore and be familiar with the major events that occurred in recorded Hawaiian History, including pre-unification, post-unification and the monarchy period.

Objectives:

Students will be able to:

- Explain the events, people, and ideas that led to the unification of the Hawaiian Islands
- Describe and understand the effects of unification on the Hawaiian Islands
- Explain reasons foreigners came to Hawaii and explain the political, social and economic impact they had on the Islands

- Describe and understand the political, social, and economic effects of the sugar industry in Hawaii
- Describe the political, social and economic causes and effects of the large migration of immigrant groups to Hawaii
- Understand and explain why the Mahele of 1848 came about, as well as the political, social and economic causes and effects it had on native Hawaiians and other members of Hawaiian Society
- Analyze and understand the roles of significant individuals, groups, and the U.S. Government in the Overthrow

GOAL: Students will be able to analyze change and continuity during the periods of pre-unification, post-unification, and monarchy in Native Hawaiian history.

Objectives:

Students will be able to:

- Compare ideas (e.g., kapu system with current DLNR systems), technology (e.g., Hawaiian navigation vs. GPS techniques), and people (traders vs. Missionaries) that led to major changes in Native Hawaiian society
- Justify the importance of major ideas, technologies and people within the time periods mentioned above

GOAL: Students will understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.

Objectives:

Students will be able to:

- Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States

GOAL: Students will understand the nature and interaction of geographic regions and societies around the world.

Objectives:

Students will be able to:

- Use geographic representations to organize, analyze, and present information on people, places, and environments
- Use geographic representations to explain population distribution and the physical and human characteristics of places in Oceania, including landforms, natural resources, climate, river, lakes, bridges, dams, roads, and buildings
- Describe demographic patterns and how they affect places
- Analyze important economic activities and explain the relationship between these activities and the physical (including natural resources, mainland forms, and waterways) and human

(including bridges, canals, and roads) characteristics of places in Oceania

Students will learn by:

- Participating in class activities and discussions
- Working both individually and in groups on assignments and projects
- Delivering information to a variety of audiences through oral and multimedia presentations
- Receiving and seeking out information from valid and reliable sources, including but not limited to the text and teacher
- Completing homework assignments and projects
- Asking questions

Students will be assessed by:

- Efforts and skills exhibited on completed homework assignments, projects, presentations, quizzes and tests
- Willingness to participate in class activities and discussions
- Class preparedness

The cumulative grade for the course will be determined using the following scale:

Class Participation 20%
Homework 20%
Projects 15%
Quizzes 20%
Tests 25%

Resources:

History of the Hawaiian Kingdom (Norris W. Potter, Lawrence M. Kasdon and Ann Rayson, Bess Press) ISBN 1-57306-150-6

History of the Hawaiian Kingdom Skills Book (Norris W. Potter, Lawrence M. Kasdon and Ann Rayson, Bess Press) ISBN 1-57306-157-3

Various published texts, internet resources, and videos provided in class

Field trips and on-site investigations

MS Computer Applications

Teacher: Maggie Pulver

2009-2010

COURSE GOALS AND OBJECTIVES

GOAL: Students will demonstrate an improved competency in typing with two hands while not looking at their hands/keyboard

Objectives:

Students will demonstrate how to:

- Use both hands to type quickly and effectively

GOAL: Students will demonstrate competency in the use of the MacBook hardware and the Mac OS X 10.4 Leopard operating system

Objectives:

Students will demonstrate how to:

- Conduct a normal computer start up, restart, sleep execution, and shut down
- Conduct a force quit for non-responding operations/programs/applications
- Identify the following desktop features:
 - Hard drive icon
 - Applications dock
 - Apple menu
- Identify and execute the following applications:
 - o Finder
 - o Spotlight
 - o Help
 - o Dictionary
 - o System preferences
 - o Expose and Spaces
 - o Stickies
 - o Time Machine
 - o Safari
 - o Preview
 - o Trash
 - o Image Capture
 - o Photobooth
 - o iTunes
 - o iPhoto
 - o iMovie
 - o Iweb
 - o Garageband
 - o iDVD
- Move, copy, and save files to various locations including:
 - o Hard drives
 - o Flash drives
 - o Servers

GOAL: Students will acquire word-processing skills to aid them in creating documents and presentations using Pages '08

Objectives:

Students will demonstrate how to:

- Open, save, and close a document
- Use the inspector to format and edit documents
- Spell check a typed document
- Format different layouts for different types of documents and projects

- Insert headers and footers into a document
- Create a bulleted list
- Create a table
- Create and print a document in both portrait and landscape orientation
- Differentiate between the save and save as functions

GOAL: Students will practice and demonstrate familiarity with the basic spreadsheet program skills using Numbers '08

Objectives:

Students will demonstrate how to:

- Enter labels/values/formulas into cells
- Use formulas to manipulate data in rows and columns on a spreadsheet
- Use the inspector to edit and format a spreadsheet
- Create a chart/graph from a spreadsheet

GOAL: Students will practice and demonstrate familiarity with the basic presentation program skills using Keynote '08

Objectives:

Students will be able to:

- Create a presentation
- Add various multimedia content to the slideshow including, but not limited to:
- Photos
- Videos
- Text

GOAL: Students will practice and demonstrate familiarity with basic photo editing skills, using Image Capture, PhotoBooth, and iPhoto '08.

Objectives:

Students will be able to:

- Create and build a photo library for use in projects and presentations
- Cut/edit digital photography
- Publish a digital photography project

GOAL: Students will practice and demonstrate familiarity with basic video editing skills, using iPhoto, iMovie, and iTunes '08.

Objectives:

Students will be able to:

- Create and build a video, photo, and audio library for use in projects and presentations

- Cut/edit digital media
- Publish a digital media project
- Burn a video to a DVD

GOAL: Students will explore the relationship between science, technology and society.

Objectives:

Students will be able to:

- Evaluate the risks and benefits of advancements in science and technology and their influence on society
- Explain how scientific and technological advancements have influenced society

Students will learn by:

- Lecture and modeling
- Participating in class activities and discussions
- Completing assignments, projects, and presentations
- Working as an individual and as part of a group

Students will be assessed by:

- Efforts and skills exhibited assignments, projects and presentations
- Willingness to participate in class activities and discussions
- Class preparedness
- Self-evaluation
- Peer evaluation

The cumulative grade for this course will be determined using the following scale:

Class Participation 30%

Homework 10%

Projects 25%

Presentations 20%

Evaluations/Critiques 15%

Resources:

Valid and Reliable internet resources and videos provided in class

Field trips and on-site experiences outside of the classroom

COURSE GOALS AND OBJECTIVES

GOAL: Students will increase their awareness of environmental, political, and social issues within the larger community through service with non-profit organizations serving their community.

Objectives:

Students will demonstrate how to:

- Individually seek out service opportunities with non-profit organizations in the larger community
- Work as a school group to seek out and complete service with non-profit organizations
- Document any service completed within the larger community

GOAL: Students will increase their social interaction and foster positive relationships within the school communities.

Objectives:

Students will demonstrate how to:

- Individually seek out service opportunities within the school community
- Work as a group to seek out and complete service within the school community
- Document any service completed within the school community

GOAL: Students will increase their social interaction and foster positive relationships within the home community.

Objectives:

Students will demonstrate how to:

- Individually seek out service opportunities within the home community
- Document any service completed within the home community

GOAL: Students will improve their skills and confidence in mentoring and public speaking.

Objectives:

Students will demonstrate how to:

- Discuss any completed service with other students, parents, and teachers, including the purpose of the project and the significance or impact of the project
- Develop and deliver a presentation on any service completed throughout the year

Students will learn by:

- Dedicating 25 hours to various service activities with a non-profit organization of their choice, that is agreed upon by the teacher
- Dedicating 25 hours of service to their home community
- Dedicating 25 hours of service to their school community
- Participating in scheduled field trips related to community service programs and efforts researching, selecting, and fundraising for one local and one national non-profit organization as a group
- Documenting all completed service projects
- Reflecting on all service experiences
- Presenting all service projects and activities to different audiences

Students will be assessed by:

- The number of service hours successfully completed and documented over the course of the semester
- The level of thought and care put into choosing and completing service projects
- Willingness to positively and supportively participate in class activities, field trips, and various projects
- Completion of documentation portfolio and reflection essays
- Pass/No Pass assessment

The cumulative grade for this course will be determined using the following scale:

Class Participation/Supportiveness 25%

Completion of 60 service hours*

- 20 within the school community
- 20 for a non-profit organization
- 20 within the home community

50%

Documentation and presentation of completed service project portfolio

25%

* All hours must be signed off by an approved project supervisor/service recipient

Objectives fro Introductory Spanish (grades 7/8)

School Year 2009-2010

Teacher: Donna Reyes Grygo

Students' goals for the year:

- To be able to apply some Spanish to everyday experiences.
- To obtain some speaking and reading ability in the target language
- To begin to gain comprehension of the larger language
- To present information, concepts and ideas using basic Spanish vocabulary.
- To develop cultural appreciation and an understanding of the differences between Latino cultures.
- To communicate primarily in the target language.

Interpersonal communication: The learner will engage in conversation in the target language. Expected communicative interactions are as follows:

- Using greetings, farewells and expressions of courtesy.
- Using learned vocabulary to communicate through speech and writing.
- Asking and answering questions about feelings orally and in writing using learned vocabulary.
- Sharing likes and dislikes as well as feelings and emotions both orally and in writing.
- Using culturally pertinent vocabulary, idioms and gestures.
- Engaging in conversations (even if they are limited) and discussions in the target language.

Presentational communication: In the target language, the learner will present information, Concepts and ideas to an audience of listeners and readers on a variety of subjects.

- Students will give short oral and written presentations about people, places, things, and cultural events using language acquired in the class as well as language acquired through teacher suggested resources (students may choose English or Spanish for these presentations).
- In the target language, students will dramatize songs or skits dealing with a variety of topics.

Cultural element: The learner will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of cultures other than his or her own.

- Recognize and use gestures, mannerisms, greetings and diomatic expressions of the target culture.
- Participate in activities and celebrations and discuss their impact on the culture
- Participate in activities and celebrations and discuss their impact on the culture
- Demonstrate geographical awareness of the various Spanish-speaking societies.
- Identify important individuals from the past and present and their contributions to target cultures.

HOW STUDENTS WILL LEARN:

- Using context clues (pictures, speakers' gestures, etc.) to extract meaning and achieve understanding.
- Working in groups and individually in the target language.
- Receiving information from the teacher and using the material provided for the class.
- Oral written participation in all class activities.
- Participating in games and activities pertaining to the lesson objectives.
- Completing homework assignments. They are designed to reinforce the lessons of the day.
- Asking questions and seeking answers.
- Reading any and all information provided to the student about their lessons.
- Using readily available resources: Spanish-English dictionary, the teacher, online sites, verb books, etc.

STUDENTS WILL BE ASSESSED BY:

- Class participation: 25 percent
- Oral presentations: 10 percent
- Quizzes and tests: 40 percent
- Homework: 20 percent
- Self evaluation and individual interview conducted by teacher: 5 percent

Objectives for Spanish 1
School Year 2009-2010
Teacher: Donna Reyes Grygo

Students' goals for the year:

- To be able to apply Spanish to everyday experiences.
- To obtain speaking and reading ability in the target language.
- To gain comprehension of the target language.
- To become familiar with Spanish literature.
- To present information concepts and ideas through a variety of topics
- To develop cultural appreciation and an understanding of the differences between Latino cultures.
- To communicate primarily in the target language.

Interpersonal communication: The learner will engage in conversation in the target language. Expected communicative interactions are as follows:

- Using greetings, farewells and expressions of courtesy.
- Using learned vocabulary to communicate through speech and writing.
- Asking and answering questions about feelings orally and in writing using learned vocabulary
- Sharing likes and dislikes as well as feelings and emotions both orally and in writing.
- Using culturally pertinent vocabulary, idioms and gestures.

Presentational communication: In the target language, the learner will present information, concepts and ideas to an audience of listeners and readers on a variety of subjects.

- Students will give short oral and written presentations about people, places, things and cultural events using language acquired in the class as well as language acquired through teacher suggested resources.
- Students will dramatize songs, skits or poetry dealing with a variety of topics
- Students will tell or retell a story orally and in writing.

Cultural element: The learner will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of cultures other than his or her own.

- Recognize and use gestures, mannerisms, greetings and idiomatic expressions of the target culture.
- Participate in activities and celebrations and discuss their impact on the culture.
- Demonstrate geographical awareness of the various Spanish-speaking societies.
- Identify important individuals from the past and present and their contributions to target cultures.

HOW STUDENTS WILL LEARN:

- Using context clues (pictures, speakers' gestures, etc.) to extract meaning and achieve understanding.
- Working in groups and individually in the target language.

- Receiving information from the teacher and using the material provided for the class.
- Oral and written participation in all class activities.
- Participating in games and activities pertaining to the lesson objectives.
- Completing homework assignments. They are designed to reinforce the lessons of the day.
- Asking questions and seeking answers.
- Reading any and all information provided to the student about their lessons.
- Using readily available resources: Spanish-English dictionary, the teacher, online sites verb books, etc.

STUDENTS WILL BE ASSESSED BY:

- Class participation: 25 percent
- Oral presentations: 10 percent
- Quizzes and tests: 40 percent
- Homework: 20 percent
- Self evaluation and individual interview conducted by the teacher: 5 percent

Objectives for Spanish II

School Year 2009-2010

Teacher: Donna Reyes Grygo

Students' goals for the year:

- To be able to apply Spanish to everyday experiences.
- To obtain speaking and reading ability in the target language.
- To gain comprehension of the target language.
- To become familiar with Spanish literature and to be exposed to Spanish literary figures.
- To learn Spanish grammar and apply it naturally in the target language.
- To present information concepts and ideas through a variety of topics
- To develop cultural appreciation and an understanding of the differences between Latino cultures.
- To communicate primarily in the target language, using English only when absolutely necessary.

Interpersonal communication: The learner will engage in conversation in the target language. Expected communicative interactions are as follows:

- Using greetings, farewells and expressions of courtesy.
- Using learned vocabulary to communicate through speech and writing.
- Asking and answering questions about feelings orally and in writing using learned vocabulary.
- Sharing likes and dislikes as well as feelings and emotions both orally and in writing.
- Using culturally pertinent vocabulary, idioms and gestures.
- Engaging in conversations and discussions in the target language.

Presentational communication: In the target language, the learner will present information, concepts and ideas to an audience of listeners and readers on a variety of subjects.

- Students will give short oral and written presentations about people, places, things and

cultural events using language acquired in the class as well as language acquired through teacher suggested resources.

- Students will frequently dramatize songs, skits or poetry dealing with a variety of topics
- Students will tell or retell a story orally and in writing.

Cultural element: The learner will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of cultures other than his or her own.

- Recognize and use gestures, mannerisms, greetings and idiomatic expressions of the target culture.
- Participate in activities and celebrations and discuss their impact on the culture.

HOW STUDENTS WILL LEARN:

- Using context clues (pictures, speakers' gestures, etc.) to extract meaning and achieve understanding.
- Working in groups and individually in the target language.
- Receiving information from the teacher and using the material provided for the class.
- Oral and written participation in all class activities.
- Participating in games and activities pertaining to the lesson objectives.
- Completing homework assignments. They are designed to reinforce the lessons of the day.
- Asking questions and seeking answers.
- Reading any and all information provided to the student about their lessons.
- Using readily available resources: Spanish-English dictionary, the teacher, online sites, verb books, etc.

STUDENTS WILL BE ASSESSED BY:

- Class participation: 25 percent
- Oral presentations: 10 percent
- Quizzes and tests: 40 percent
- Homework: 20 percent
- Self evaluation and individual interview conducted by the teacher: 5 percent

Objectives for Spanish III

School Year 2009-2010

Teacher: Donna Reyes Grygo

Students' goals for the year:

- To communicate solely in Spanish in the foreign language classroom.
- To be able to apply Spanish to everyday experiences.
- To obtain extensive speaking and reading ability in the target language.
- To gain further comprehension of the target language.
- To become familiar with Spanish literature and to be exposed to Spanish literary figures.
- To participate in discussions concerning music, poetry, and other cultural elements.
- To learn Spanish grammar and apply it naturally in the target language.
- To present information, concepts and ideas through a variety of topics.

- To develop cultural appreciation and an understanding of the differences between Latino cultures.

Interpersonal communication: The learner will engage in conversation in the target language. Expected communicative interactions are as follows:

- Using greetings, farewells and expressions of courtesy.
- Using learned vocabulary to communicate through speech and writing.
- Asking and answering questions about feelings orally and in writing using learned vocabulary.
- Sharing likes and dislikes as well as feelings and emotions both orally and in writing.
- Using culturally pertinent vocabulary, idioms and gestures.
- Engaging in conversations and discussions in the target language.
- Seeking and finding opportunities to communicate in the target language outside of the classroom (in restaurants, with other Spanish students, etc.)

Presentational communication: In the target language, the learner will present information, concepts and ideas to an audience of listeners and readers on a variety of subjects.

- Students will frequently give short oral and written presentations about people, places, things and cultural events using language acquired in the class as well as language acquired through teacher suggested resources.
- Students will frequently dramatize songs, skits or poetry dealing with a variety of topics
- Students will tell or retell a story orally and in writing.

Cultural element: The learner will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of cultures other than his or her own.

- Recognize and use gestures, mannerisms, greetings and idiomatic expressions of the target culture.
- Participate in activities and celebrations and discuss their impact on the culture.
- Demonstrate geographical awareness of the various Spanish- speaking societies.
- Identify important individuals from the past and present and their contributions to the target cultures.

HOW STUDENTS WILL LEARN:

- Using context clues (pictures, speakers' gestures, etc.) to extract meaning and achieve understanding.
- Working in groups and individually in the target language.
- Receiving information from the teacher and using the material provided for the class.
- Oral and written participation in all class activities.
- Participating in games and activities pertaining to the lesson objectives.
- Completing homework assignments. They are designed to reinforce the lessons of the day.
- Asking questions and seeking answers.
- Reading any and all information provided to the student about their lessons.
- Using readily available resources: Spanish-English dictionary, the teacher, online sites, verb books, etc.

STUDENTS WILL BE ASSESSED BY:

- Class participation: 25 percent
- Oral presentations: 10 percent
- Quizzes and tests: 40 percent
- Homework: 20 percent
- Self evaluation and individual interview conducted by the teacher: 5 percent

Algebra II

Teacher: Maggie Pulver

2009-2010

COURSE GOALS AND OBJECTIVES

GOAL: Students will understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Objectives:

Students will demonstrate how to:

- Use more complex number systems, the notation for complex numbers, and the definition of “ i ” to solve problems

GOAL: Students will understand the meaning of operations and how they relate to each other.

Objectives:

Students will demonstrate how to:

- Add, subtract, multiply and divide complex numbers
- Use the inverse relationship between exponents and logarithms to solve exponential logarithmic problems

GOAL: Students will use computational tools and strategies fluently and, when necessary, use estimation

Objectives:

Students will demonstrate how to:

- Use matrix operations (e.g., multiplication and inverse) to solve problems

GOAL: Students will understand attributes, units, and systems of units in measurement, as well as develop and use techniques, tools, and formulas for measuring

Objectives:

Students will demonstrate how to:

- Use advanced formulas and/or functions to solve problems dealing with determining a measurement based on another derived or given measure

GOAL: Students will understand various types of patterns and functional relationships

Objectives:

Students will be able to:

- Apply the properties of arithmetic and geometric sequences/series to solve problems
- Use exponential functions to solve problems involving exponential growth and decay
- Use appropriate terminology and notation to define functions and their properties (e.g., domain, range, function, composition, inverses, zeros)
- Determine the zeros of a function algebraically or graphically
- Describe the relationship among relations and functions
- Determine the domain and range of a relation given a graph or set of points

GOAL: Students will use symbolic forms to represent, model and analyze mathematical situations.

Objectives:

Students will be able to:

- Solve equations and inequalities involving absolute values
- Solve systems of linear equations and inequalities in two or three variables using a variety of strategies (e.g., substitution, graphing, matrices, technology)
- Solve equations containing radicals and exponents
- Factor polynomials representing perfect squares, the difference in squares, perfect square trinomials, the sum and difference of cubes, and general trinomials
- Apply quadratic equations in the complex number system
- Use the binomial theorem to expand binomial expressions
- Add, subtract, multiply, divide, and simplify rational expression, radical expressions containing positive rational numbers, and expressions containing rational exponents
- Translate between the equation of conic sections (e.g., circle, ellipse, parabola, hyperbola) and their graphs
- Analyze translations and dilations for graphs of absolute value functions, parabolas, and circles, and understand how the transformations are represented in equations

GOAL: Students will interpret data using methods of inquiry and exploratory data analysis

Objectives: Students will be able to:

- Collect information on bivariate data
- Identify trends in bivariate data and find functions that model the data

GOAL: Students will understand and apply basic notions of chance and probability.

Objectives:

Students will be able to:

- Use the fundamental counting principles for combinations and permutations to determine probability
- Calculate probabilities of events under different relationships (e.g., inclusion, disjoint, complementary, independent, dependent, with replacement, without replacement)

Students will learn by:

- Lecture and modeling
- Participating in class discussions and activities
- Student directed learning
- Individual and/or group work
- Post-assessment feedback

Students will be assessed by:

- Efforts and skills exhibited on completed homework assignments, projects, quizzes, and tests.
- Willingness to participate in class activities and discussions
- Class preparedness
- Self-evaluations and peer-evaluations

The cumulative grade for the course will be determined using the following scale:

Class Participation 15%

Homework 25%

Quarter Projects 10%

Quizzes 25%

Tests 25%

Resources:

Glencoe Mathematics Algebra 2, (2008).

COURSE GOALS AND OBJECTIVES

GOAL: Students will understand numbers, ways of representing numbers, relationships among numbers, and number systems

Objectives:

Students will demonstrate how to:

- Recognize and evaluate formulas and variables
- Recognize situations that can be represented by vectors
- Use operations to relate numbers and number systems

GOAL: Students will use computational tools and strategies fluently and, when appropriate, use estimation

Objectives:

Students will demonstrate how to:

- Use vector addition, subtraction, and scalar multiplication to solve problems
- Use estimation to formulate solutions in numerical and geometric systems

GOAL: Students will understand attributes, units, and systems of units in measurement, as well as develop and use techniques, tools, and formulas for measuring.

Objectives:

Students will demonstrate how to:

- Use right triangle trigonometric ratios to solve for an unknown length of a side or the measure of an angle
- Solve problems using the formulas for perimeter, circumference, area, and volume of two- and three-dimensional figures and solids
- Determine the effect of dimension changes to perimeter, area, and volume for common geometric figures and solids

GOAL: Students will analyze properties of objects and relationships among the properties.

Objectives:

Students will demonstrate how to:

- Use inductive and deductive reasoning to create and defend geometric conjectures
- Use the concept of corresponding parts to prove that triangles and other polygons are

- congruent or similar
- Explain properties and characteristics of triangles and other polygons that are congruent or similar
- Explain properties and characteristics of angle bisectors, perpendicular bisectors, and parallel lines
- Use the relationship between pairs of angles (e.g., complementary, supplementary, vertical, exterior, interior) to determine unknown angle measure or definitions of properties
- Apply the concepts of special right triangles to real-world situations
- Use relationships among properties of circles to solve problems

GOAL: Students will use transformations and symmetry to analyze mathematical situations.

Objectives:

Students will be able to:

- Describe three-dimensional figures that are formed by translating two dimensional figures

GOAL: Students will use visualization and spatial reasoning to solve problems both within and outside of mathematics.

Objectives:

Students will be able to:

- Draw cross-sections, truncations, and compositions of three-dimensional objects
- Use concrete objects, pictorial representations, computer software, or graphing calculators to solve geometric problems

GOAL: Students will select and use different representational systems, including coordinate geometry

Objectives:

Students will be able to:

- Use coordinate geometry to produce formulas and prove theorems for the midpoint of a line segment, the distance formula, and forms of equations of lines and circles
- Describe the concept of rigid motion on figures in the coordinate plane, including rotation, translation, and reflection

Students will learn by:

- Lecture and modeling
- Class discussion
- Guided problem solving
- Completion of homework assignments

- Individual and/or group work
- Student directed activities
- In class hands-on activities
- Post-assessment feedback
- Receiving and seeking out information from the text, teacher, and other reliable and valid sources

Students will be assessed by:

- Efforts and skills exhibited on homework assignments, projects, exams, and quizzes
- Willingness to participate in class activities and discussions
- Class preparedness
- Self-evaluations
- Peer-evaluations

The cumulative grade for the course will be determined using the following scale:

Class Participation 15%
 Homework 25%
 Quarter Projects 10%
 Quizzes 25%
 Tests 25%

Resources:

Usiskin, Zalman, et al. Geometry. Illinois: ScottForesman, 1997
 Various resources provided in class.

Statistics and Probability
 Teacher: Maggie Pulver
 2009-2010

COURSE GOALS AND OBJECTIVES

GOAL: Students will learn the science of Statistics and Probability through investigation and experimentation

Objectives:

Students will demonstrate how to:

- Explain the concept and purpose of experimental design
- Apply the concepts and theories of Statistics to the development and implementation of an experimental investigation
- Recognize and distinguish between the variables and controls in a given experiment
- Collect data, as well as analyze and report any conclusions that can be made from a given data set

SPECIFIC UNIT GOALS AND OBJECTIVES

GOAL: Students will be able to understand and apply basic notions of chance and probability

Objectives:

Students will be able to:

- Explain the concept of chance in terms of probability
- Explain the concept of probability and how it applies to data collection and experimentation

GOAL: Students will understand the importance of the scientific process in the study of statistics.

Objectives:

Students will demonstrate how to:

- Develop a hypothesis for an investigation or experiment
- Recognize the variables and controls in a given investigation or experiment

GOAL: Students will understand the importance of the collecting, analyzing, and reporting of data

Objectives:

Students will be able to:

- Identify and explain the various ways of representing and displaying data
- Select appropriate display for a data set
- Recognize features of representations of data and data sets that can be misleading
- Discuss sampling, randomness, bias, and sample size in data collection and interpretation
- Describe the purpose and function of different methods of data collection

GOAL: Students will be able to analyze and interpret data using methods of exploratory data analysis.

Objectives:

Students will be able to:

- Use measures of central tendency and spread to interpret data
- Interpret data based on the correlation of two variables
- Describe the effect of sample size and method on the shape, center, and spread of a data set
- Use the line or curve of best fit to interpret data

GOAL: Students will develop and evaluate inferences, predictions, and arguments that are based on data

Objectives:

Students will be able to:

- Understand and recognize the different mathematical ways in which data can be represented
- Use prediction and extrapolation to make predictions and inferences about a given data set

GOAL: Students will understand the importance of ethics and integrity in scientific investigation.

Objectives:

Students will be able to:

- Explain why ethics is important in the interpretation and reporting of statistical results in science
- Determine if statistical information is valid and reliable

GOAL: Students will use the scientific process to effectively design and implement an epidemiological experiment

Objectives:

Students will demonstrate how to:

- Develop a hypothesis for their experiment
- Design and implement an experiment to test their hypothesis
- Recognize the variables and controls in their experiment
- Develop a method for data collection that applies to their experiment
- Apply a theory of statistical analysis to their collected data
- Infer conclusions from the statistical analysis of their data
- Report their findings written and orally in a public forum

Students will learn by:

- Lecture and modeling
- Participating in class discussions and activities
- Student directed learning
- Individual and/or group work
- Post-assessment feedback

Students will be assessed by:

- Efforts and skills exhibited on completed homework assignments, projects, quizzes,

- and tests.
- Willingness to participate in class activities and discussions
- Class preparedness
- Self-evaluations

The cumulative grade for this course will be determined using the following scale:

Class Participation 20%
Homework 20%
Semester Projects 30%
Quizzes 15%
Tests 15%

Resources:

TBD

Chemistry
Teacher: Maggie Pulver
2009-2010

GOAL: Students will learn the science of Chemistry through scienti@ic investigation, discovery, and invention, using the skills necessary to engage in the scienti@ic process.

Objectives:

Students will demonstrate how to:

- Create and revise a hypothesis when necessary
- Determine the connection(s) among hypotheses, scienti@ic evidence, and conclusions
- Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data, revise hypotheses or procedures when necessary
- Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data
- Communicate and share components and outcomes of scientific investigations through lab reports and presentations
- Revise, as needed, conclusions and explanations based on new evidence

GOAL: Students will explore the relationship between science, technology and society.

Objectives:

Students will demonstrate how to:

- Evaluate the risks and benefits of advancements in science and technology and their influence on society
- Explain how scientific and technological advancements have influenced society

GOAL: Students will understand the importance of ethics and integrity in scientific investigation.

Objectives:

Students will demonstrate how to:

- Engage in and explain the importance of peer review in science
- Determine if scientific information is valid and reliable
- Seek out valid and reliable sources of scientific information

GOAL: Students will understand the importance of practicing safe laboratory techniques when conducting chemical experiments.

Objectives:

Students will demonstrate how to:

- Protect themselves from dangerous substances found in the lab (i.e., wearing lab coats, goggles, closed toed shoes when necessary)
- Handle lab equipment in a safe and professional manner

SPECIFIC UNIT GOALS

GOAL: Students will be able to describe, characterize, and differentiate between, the different states of matter.

Objectives:

Students will be able to:

- Explain the properties of acids, bases, and solutions
- Use the pH scale to characterize acid and base solutions
- Calculate the pH from the hydrogen or hydroxide concentration of a solution
- Explain that buffers stabilize pH in acid-base reactions
- Apply gas laws to relationships between pressure, volume, and temperature of any amount of an ideal gas or an mixture of ideal gases using the formula $PV = nRT$
- Explain the diffusion of gases using the Kinetic Molecular Theory of Matter
- Convert between Fahrenheit, Celsius, and Kelvin temperature scales

GOAL: Students will understand and be able to explain the properties of the periodic table, atoms, and bond formation.

Objectives:

Students will be able to:

- Explain how columns in the periodic table represent elements with common properties and identify metals, semimetals, nonmetals, and halogens
- Identify the essential characteristics of alkali metals, alkaline earth metals, and transition

- metals
- Identify the trends in ionization energy, electronegativity, and the relative sizes of ions and atoms
- Use the periodic table to identify and/or determine the number of valence electrons of an element
- Explain that the nucleus of an atom is much smaller than the atom but contains most of its mass
- Give details about the subatomic components of atoms
- Indicate energy levels orbitals, and electron configuration of elements
- Explain that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E=h\nu$)
- Explain that atoms combine to form molecules by sharing the outermost electrons to form covalent, or metallic bonds or by transferring electrons to form ionic bonds
- Describe why the chemical bonds between atoms in molecules, such as H₂, CH₄, NH₃, C₂H₄, N₂, Cl₂ and many large biological molecules are covalent
- Explain the movement and properties of atoms and molecules in gases and liquids
- Describe how the electronegativity and ionization energy relate to bond formation
- Identify and explain physical properties of substances (e.g., boiling point, melting point, density) based on the strength of molecular bonds and/or attractions

GOAL: Students will understand the nature of chemical interactions and solutions.

Objectives:

Students will be able to:

- Explain how the quantity of one mole is set (e.g., defining one mole of carbon 12 atoms to have a mass of exactly 12 grams) and describe its properties (e.g., one mole is 6.02×10^{23} particles, atoms, or molecules)
- Calculate the number of moles needed to produce a given gas, volume, mass, and/or number of moles of a product given a chemical equation
- Determine the molar mass of a molecule from its chemical formula and a table of atomic masses
- Convert the mass of a molecular substance to moles, number of particles, or volume of gas at a standard temperature and pressure
- Describe, identify, and balance chemical equations to represent synthesis, decomposition, single replacement, and double replacement reactions
- Determine the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses
- Balance reactions that involve oxidation and reduction
- Use laboratory investigations to demonstrate the principle of conservation of mass
- Distinguish between pure substances and mixtures based on physical properties (e.g., boiling point, melting point, density)
- Calculate the concentration of a solute in terms of molarity, parts per million, grams per liter, and percent composition.

GOAL: Students will understand and apply the laws of thermodynamics.

Objectives:

Students will be able to:

- Explain that chemical processes either absorb or release thermal energy
- Explain that changes in thermal energy can lead to a phase change of matter

GOAL: Students will understand the nature of reaction rates and the different factors that can affect the rate of a reaction.

Objectives:

Students will be able to:

- Describe how reaction rates are quantitatively affected by changes of concentration and qualitatively affected by changes of temperature and surface area
- Describe how a catalyst increases reaction rates
- Explain the concept of dynamic equilibrium

GOAL: Students will understand the properties of nuclear energy.

Objectives:

Students will be able to:

- Describe nuclear reactions and how they produce energy
- Describe how the energy release per gram of material is much larger in nuclear fission or fusion reactions than in chemical reactions
- Describe how the change in mass in a nuclear reaction (calculated as $E=mc^2$) is small but significant in nuclear reactions
- Determine the amount of radioactive substance remaining after an integral number of half-lives have passed.

Other course objectives:

Students will be able to:

- Use computational tools and strategies fluently and when appropriate, use estimation.
- Understand units and systems of units in measurement and develop/use techniques, tools, and formulas of measuring
- Communicate orally using interpersonal, group, and public-speaking forms for a variety of purposes and situations
- Use technology tools to enhance learning and scientific inquiry in the completion of projects, publications, and other creative works
- Use a variety of media and formats to communicate information and ideas effectively in various audiences
- Use technology to locate, evaluate, and collect information from a variety of sources
- Use technology tools to process data and report results
- Evaluate information resources based on a specific task

Students will learn by:

- Relating the theories and laws of science, specifically chemistry, to practical experiences
- Participating in hands-on laboratory and classroom experiences and activities
- Developing and carrying out inquiries
- Working in groups
- Receiving theories from text, teacher, or other reliable and valid sources
- Partaking in small and large group discussions
- Observing demonstrations
- Practicing problems individually and in groups
- Completing research projects
- Conducting research

Students will be assessed by:

- Skills exhibited on homework
- Journal reflections
- Quizzes
- Class participation
- Lab reports
- Completion of activities
- Responses on essay questions
- Oral presentations
- Self-evaluations
- Peer evaluations
- Various assignment and exam rubrics

The cumulative grade for the course will be determined using the following scale:

Class Participation 20%

Homework 10%

Projects/Presentations 15%

Lab Reports 10%

Quizzes 20%

Tests 25%

Resources:

TBA

Guidance 9

Teacher: Maggie Pulver

2009-2010

COURSE GOALS AND OBJECTIVES

GOAL: Students will understand and evaluate concepts related to health promotion and disease prevention

Objectives:

Students will demonstrate how to:

- Develop and apply appropriate strategies
- Determine the connection(s) among hypotheses, scientific evidence, and conclusions
- Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data, revise hypotheses or procedures when necessary
- Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data
- Communicate and share components and outcomes of scientific investigations through lab reports and presentations
- Revise, as needed, conclusions and explanations based on new evidence

GOAL: Students will explore the relationship between science, technology and society.

Objectives:

Students will demonstrate how to:

- Evaluate the risks and benefits of advancements in science and technology and their influence on society
- Explain how scientific and technological advancements have influenced society

GOAL: Students will understand the importance of ethics and integrity in scientific investigation.

Objectives:

Students will demonstrate how to:

- Engage in and explain the importance of peer review in science
- Determine if scientific information is valid and reliable
- Seek out valid and reliable sources of scientific information

GOAL: Students will understand the importance of practicing safe laboratory techniques when conducting chemical experiments.

Objectives:

Students will demonstrate how to:

- Protect themselves from dangerous substances found in the lab (i.e., wearing lab coats, goggles, closed toed shoes when necessary)
- Handle lab equipment in a safe and professional matter

SPECIFIC UNIT GOALS AND OBJECTIVES

GOAL: Students will learn the science of Chemistry through scientific investigation, discovery, and invention, using the skills necessary to engage in the scientific process.

Objectives:

Students will be able to:

- Create and revise a hypothesis when necessary
- Determine the connection(s) among hypotheses, scientific evidence, and conclusions
- Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data, revise hypotheses or procedures when necessary
- Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data
- Communicate and share components and outcomes of scientific investigations through lab reports and presentations
- Revise, as needed, conclusions and explanations based on new evidence

GOAL: Students will explore the relationship between science, technology and society.

Objectives:

Students will be able to:

- Evaluate the risks and benefits of advancements in science and technology and their influence on society
- Explain how scientific and technological advancements have influenced society

GOAL: Students will understand the importance of ethics and integrity in scientific investigation.

Objectives:

Students will be able to:

- Engage in and explain the importance of peer review in science
- Determine if scientific information is valid and reliable
- Seek out valid and reliable sources of scientific information

GOAL: Students will understand the importance of practicing safe laboratory techniques when conducting chemical experiments.

Objectives:

Students will be able to:

- Protect themselves from dangerous substances found in the lab (i.e., wearing lab coats, goggles, closed toed shoes when necessary)
- Handle lab equipment in a safe and professional matter

Students will learn by:

- I heart my job
- Teaching rocks
- Anything I say they should

Students will be assessed by:

- Efforts exhibited on
- Skills exhibited on
- Willingness to participate in class activities and discussions
- Class preparedness

The cumulative grade for this course will be determined using the following scale:

Class Participation 10%
Homework 20%
Quarter Projects 30%
Quizzes 40%
Tests 50%

Resources:

Various educational materials provided in class, including text, videos, and guest speakers

Composition I

School Year: 2009-2010 (Semesters 1 and 2)

Teacher: Betty Squatrito-Martin

Student goals and objectives are to:

- **Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.**
- **Develop reading comprehension and to use reading strategies to construct meaning from a variety of texts.**
- **Respond to literary texts from a range of stances: personal, interpretive, and critical.**
- **Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms**
- **Learn rhetorical devices to craft writing appropriate to audience and purpose**
- **Develop communication skills that enable them to speak clearly and succinctly to a variety of audiences.**
- **Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation**
- **Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.**
- **Adapt messages appropriately to address audience, purpose, and situation.**
- **Become critical and effective listeners, engage in collaborative efforts.**
- **Use and develop knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade appropriate writing in Standard English.**
- **Understand conventions of documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations.**
- **Understand plagiarism and use a process for documenting ideas and language that are not original by following MLA guidelines for in-text citations and bibliographies.**

What Students Learn:

- How to analyze and respond to literature based on schema, and interpretive and critical processes.
- How to illustrate the writing process to include, brain storming, writing, peer review/editing and rewriting.
- How to create and construct thesis and make connections between readings to both current and historical events.
- How to defend and support conclusions, explanations and arguments based on research, data, logic and coherence.
- How to design, develop and present thesis and conclusion both written and orally.
- How to exhibit and describe the importance of ethics and truth in writing.
- Independent use of a variety of strategies to locate sources and gather information from a variety of sources.
- How to evaluate sources for accuracy, relevance and reliability.
- Read and consider multiple interpretations of text and use ideas to support and extend own interpretations.
- How to explain how genre conventions and literary devices support an author's message and

purpose.

- How to choose words when writing a speech, creating notes, practicing a presentation, or speaking extemporaneously; considers connotative meanings that will help elicit a desired response from the listener.
- Use of quotations and citations in writing to achieve effective balance between researched information and original ideas.
- Critical opinions about a text based on a defined historical or cultural viewpoint and defend this thesis by citing specific information, quotations, or examples from another resource.
- How to use technology to enhance the writing process and oral presentations.
- A variety of writing techniques to include: Persuasive/Argument, Descriptive, Journal, Creative, Personal Narrative, Compare and Contrast, Poetry, Historical/research, "How to."
- Reading strategies to include: Schema, Contextual Clues, Summarizing, Rethinking initial response.
- Analysis to include: reading, interpreting, discussing and writing about literature.
- Increase working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and use new words in writing and speech
- Strong and effective vocabulary.
- Write papers that reveal insights about people, events, knowledge and experience, connecting literature to real life issues.
- Produce writing that is organized, coherent and logical.
- Synthesizes learning about themes and topics encountered when reading by explaining how new knowledge has changed perspectives on an issue or problem
- Use language that energizes the writing and gives it cadence and color.
- Use proper voice and style.
- Recognize opportunities to use writing to accomplish purpose and meaning.
- Use writing to consider, explore and analyze issues of diversity in language, perspective and culture.
- Distinguish between relevant and irrelevant information, essential vs. non-essential information.
- To use writing to take and defend a positions in a debate and to consider the issue from various view points.
- Form and use the following grammatical constructions correctly when editing writing:
 - parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis)
 - subordination and coordination to indicate relationship between ideas
 - restrictive clauses with appropriate use of *that*
 - abbreviations used in research citation
- Grammar and mechanics: to use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English.
- The student: Chooses a structural pattern (e.g., cause/effect, progression of major points, chronological, problem/solution) to fit the content of the piece of writing; uses transitional devices to signal and guide the reader smoothly through the chosen organization
- To combine sentences to create effective parallel phrasings and/or subordinate phrases or clauses so that the main idea is highlighted, the relationship between ideas is clearly expressed, and similar ideas are in juxtaposition
- To highlights key points and establishes the predominant relationship among them (e.g., main idea with supporting details, steps in a process, commonalities and differences). Makes note of inferences based upon key points.

- To Identify a variety of techniques used in visual media (e.g., camera angles, color, symbols, line, texture, photographs, reaction shots, sequencing of images, sound effects, music, lighting, narrative) and describes how these techniques are used to convey messages.
- Explain the historical context, background of a text, and norms and values of the culture by reading or viewing supporting material; considers this new information when interpreting the text in writing or discussions
- Use a voice and tone appropriate for the topic, purpose, and audience
- Technology applications to include but are not limited to: Word processing, Power Point.
- Use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis
- To generate questions and identify issues or problems and investigate answers or solutions using general and specialized sources.
- How language is used to represent or challenge social and cultural beliefs.
- To explain the social, cultural or historical context of a text.
- Public speaking.
- To design and participate in small groups (e.g., plan sessions, decide on procedures, plan sessions, assign responsibilities, evaluate results).
- The student: Revises word choice and sentence structure to find the combination that best highlights the important points

How Students Learn:

- Reading, analyzing, discussing, interpreting and performing class novels.
- Sustained silent reading.
- Apply knowledge of genre conventions and literary devices to critically assess text and their construction.
- Read to understand dimensions of human experience such as, social, cultural, philosophical and ethical.
- Researching and presenting themes presented in the readings in both written and oral forms.
- Writing in a variety of styles and techniques and processes.
- Using the writing process, brainstorm, research, write, evaluate, and rewrite.
 - Learn through application of Thinking Maps
- Develop schema through research.
- Analyze and evaluate information.
- Synthesize material and form new hypothesis.
- Applying vocabulary to weekly writing assignments.
- Student led learning groups.
- Critical listening, to establish the strength of evidence in support of main points.

How Students are Assessed:

- Quizzes/tests.
- Writing assignments, worksheets oral presentations.
- Constructive work in collaborative working groups.
- Independent work.
- Developing and presenting information through oral presentations.
- Extemporaneous speech.
- Through the use of computers and computer applications.
- Analyzing and synthesizing novels.

- Selection and use of applicable information.
- Critique writing.
- Time management/did they meet deadlines.
- Homework.
- Projects: synthesis of information to form new hypothesis.
- Portfolios.
- Journals.
- Group/self-evaluation (teacher student feedback).

Students' semester grades are based on, but not limited to, the following:

20 Vocabulary Quizzes

20 Creative writing stories employing the Vocabulary words

10-15 Essays (expository/argumentative/compare and contrast)

Quizzes on Literature readings

1 Research paper

1-5 power point presentations

Grammar and punctuation

Art: interpreting literature through art

Quickwrite

Final Grades: compilation of points earned out of points possible.

Text and Materials:

Martian Chronicles

Speak

Romeo and Juliet

Animal Farm

Grammar/punctuation workbook

Videos of the above mentioned novels

Vocabulary (top 100 most commonly seen on the SAT)

***Writing Smarter* by Keith Manos**

Microsoft Office: Word, PowerPoint

Composition II

School Year: 2009-2010 (Semesters 1 and 2)

Teacher: Betty Squatrito-Martin

Student goals and objectives are to:

- **Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.**
- **Develop reading comprehension and to use reading strategies to construct meaning from a variety of texts.**
- **Respond to literary texts from a range of stances: personal, interpretive, and critical.**
- **Learn rhetorical devices to craft writing appropriate to audience and purpose, to take information process it and present thesis and argument through the writing process.**

Evaluate materials for validity and relevance.

- **Develop communication skills that enable them to speak clearly and succinctly to a variety of audiences.**
- **Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.**
- **Adapt messages appropriately to address audience, purpose, and situation.**
- **Become critical and effective listeners, engage in collaborative efforts.**
- **Use and develop knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade appropriate writing in Standard English.**
- **Understand conventions of documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations.**
- **Understand plagiarism and use a process for documenting ideas and language that are not original by following MLA guidelines for in-text citations and bibliographies.**

What Students Learn:

- How to analyze and respond to literature based on schema, and interpretive and critical processes.
- How to illustrate the writing process to include, brain storming, writing, peer review/editing and rewriting.
- How to create and construct thesis and make connections between readings to both current and historical events.
- How to defend and support conclusions, explanations and arguments based on research, data, logic and coherence.
- How to design, develop and present thesis and conclusion both written and orally.
- How to exhibit and describe the importance of ethics and truth in writing.
- Independent use of a variety of strategies to locate sources and gather information from a variety of sources.
- How to evaluate sources for accuracy, relevance and reliability.
- Read and consider multiple interpretations of text and use ideas to support and extend own interpretations.
- How to explain how genre conventions and literary devices support an author's message and purpose.
- How to choose words when writing a speech, creating notes, practicing a presentation, or speaking extemporaneously; considers connotative meanings that will help elicit a desired response from the listener.
- Use of quotations and citations in writing to achieve effective balance between researched information and original ideas.
- Critical opinions about a text based on a defined historical or cultural viewpoint and defend this thesis by citing specific information, quotations, or examples from another resource.
- How to use technology to enhance the writing process and oral presentations.
- A variety of writing techniques to include: Persuasive/Argument, Descriptive, Journal, Creative, Personal Narrative, Compare and Contrast, Poetry, Historical/research, "How to."
- Reading strategies to include: Schema, Contextual Clues, Summarizing, Rethinking initial Response.
- Analysis to include: reading, interpreting, discussing and writing about literature.
- Strong and effective vocabulary.
- Write papers that reveal insights about people, events, knowledge and experience...

connecting literature to real life issues.

- Produce writing that is organized, coherent and logical.
- Use language that energizes the writing and gives it cadence and color.
- Use proper voice and style.
- Recognize opportunities to use writing to accomplish purpose and meaning.
- Use writing to consider, explore and analyze issues of diversity in language, perspective and culture.
- Distinguish between relevant and irrelevant information, essential vs. non-essential information.
- To use writing to take and defend a positions in a debate and to consider the issue from various view points.
- Grammar and mechanics: to use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English.
- Form and use the following grammatical constructions correctly when editing writing:
 - parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis)
 - Subordination and coordination to indicate relationship between ideas
 - Restrictive clauses with appropriate use of *that*
 - Abbreviations used in research citation
- Technology applications to include but are not limited to: Word processing, Power Point.
- Use of the Internet as a research tool.
- To generate questions and identify issues or problems and investigate answers or solutions using general and specialized sources.
- How language is used to represent or challenge social and cultural beliefs.
- To explain the social, cultural or historical context of a text.
- Public speaking.
- To design and participate in small groups (e.g., plan sessions, decide on procedures, plan sessions, assign responsibilities, evaluate results).

How Students Learn:

- Reading, analyzing, discussing, interpreting and performing class novels.
- Sustained silent reading.
- Apply knowledge of genre conventions and literary devices to critically assess text and their construction.
- Read to understand dimensions of human experience such as, social, cultural, philosophical and ethical.
- Researching and presenting themes presented in the readings in both written and oral forms.
- Writing in a variety of styles and techniques and processes.
- Using the writing process, brainstorm, research, write, evaluate, and rewrite.
- Develop schema through research.
- Analyze and evaluate information.
- Synthesize material and form new hypothesis.
- Applying vocabulary to weekly writing assignments.
- Student led learning groups.
- Critical listening, to establish the strength of evidence in support of main points.

How Students are Assessed:

- Quizzes/tests.
- Writing assignments, worksheets oral presentations.
- Constructive work in collaborative working groups.
- Independent work.
- Developing and presenting information through oral presentations.
- Extemporaneous speech.
- Through the use of computers and computer applications.
- Analyzing and synthesizing novels.
- Selection and use of applicable information.
- Critique writing.
- Time management/did they meet deadlines.
- Homework.
- Projects: synthesis of information to form new hypothesis.
- Portfolios.
- Journals.
- Group/self-evaluation (teacher student feedback).

Students' semester grades are based on, but not limited to, the following:

20 Vocabulary Quizzes

20 Creative writing stories employing the Vocabulary words

10-15 Essays (expository/argumentative/compare and contrast)

Quizzes on Literature readings

1 Research paper

1-5 power point presentations

Grammar and punctuation

Art: interpreting literature through art

Quick write

Final Grades: compilation of points earned out of points possible

The following Rubric (though not exclusive) is used to critique essays and research papers/projects:

Use multiple interpretations of text, with clarity and specific detail, to support or modify own opinion. (A)

Use multiple interpretations of text to support or modify own opinion. (B)

Use an interpretation of a text to support or modify own opinion. (C)

Explain an interpretation of a text. (D)

Text and Materials:

All Quiet on the Western Front

The Crucible

Night

Grammar/punctuation workbook

Videos of the above mentioned novels

Videos/DVDs

Vocabulary (top 100 most commonly seen on the SAT)

Internet

***Writing Smarter* by Keith Manos**

Microsoft Office: Word, PowerPoint

U.S. History

School Year: 2009-2010 (Semesters 1 and 2)

Teacher: Betty Squatrito-Martin

Student goals and objectives for this class are to:

- **Develop historical understanding regarding change and/or continuity and cause and/or effect in history.**
- **Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms.**
- **Understand important historical events and ideas related to the development of the New World, civics and political science.**
- **Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives.**
- **Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action.**
- **Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.**
- **Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world.**
- **Understand economic concepts and the characteristics of various economic systems.**
- **Understand important historical events and philosophical ideas from Aristotle through 20th Century that influenced the American political system.**
- **Understand important historical events during the 20th century**

What Students Learn:

- How the Enlightenment ideas of natural rights, limited government, separation of powers, and social contract are expressed in the Declaration of Independence and/or the American Constitution.
- How classical republicanism, the Magna Charta, the English Bill of Rights, and the Declaration of Independence influenced American constitutional democracy.
- How to analyze governmental systems and explain how governments derive their authority.
- Government action and ability to describe the basis of the government's authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law).
- How the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government.
- To analyze and explain specific examples of constitutional principles embodied by the Constitution.
- To assess the extent to which the American values of common good, equality of opportunity,

and individual rights have been realized.

- To assess whether efforts to reduce discrepancies between American values and reality have been successful.
- The rights, duties, and responsibilities of citizens in a democracy and the relationship between them.
- To describe how paying taxes, serving on a jury, and voting contribute to the common good.
- To analyze and compare the characteristics of major political parties based upon the philosophy, platform, and support base.
- To describe how a citizen can demonstrate his/her roles in the political process as a voter, a candidate, and/or a political party member.
- Describe the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations.
- Explains the rise of fascist governments, emergence of communism, and the global effects of the Great Depression
- Examine the significant events, technological developments, and turning points of World War II, including the German invasion of Poland, Japanese bombing of Pearl Harbor, D-Day, the American bombing of Japan, the Rape of Nanjing, and the Holocaust.
- Explains how Germany's submarine warfare, U.S. trade with England and France, and the success of British propaganda brought the United States into World War II.
- Describe how domestic policies were affected by American involvement in World War II.
- Explains how mobilization for the war changed America's labor force (e.g., the employment of African Americans in industrial cities triggers the Great Migration).
- Explain why the United States did not sign the Treaty of Versailles.
- The student: Describes the reasons the United States Senate refused to ratify the Versailles Treaty (e.g., disillusionment with wartime allies, concern that membership in the League of Nations would drag the U.S. into war, and partisan politics).
- Describe changes in society and culture that led to conflicts in values in the 1920s.
- Explains how the growing dominance of science resulted in the Scopes Trial, how the influx of immigrants led to rebirth of the KKK and the growth of the anti-immigration movement, and how Prohibition led to proliferation of speakeasies and the growth of organized crime.
- Describe the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers.
- Explains how the "Lost Generation" was a literary response to the disillusionment of writers to American society; the Harlem Renaissance was a flowering of African American literature, arts, and music; and how flappers represented a revolution in morals.
- Describe the innovations in transportation and communication and the impact they had on American society.
- Explains how mass production (e.g., Model T) increased mobility and how mass communication (e.g., radios) contributed to the birth of a mass popular culture.
- Analyze the causes of the Great Depression.
- Examines how the disparity of wealth, speculation, the plight of farmers, and bank failures led to the Great Depression.
- Explain how programs in FDR's New Deal, including the FDIC, AAA, WPA, and Social Security, attempted to resolve problems brought on by the Great Depression.
- Analyzes the causes, events, and atrocities of World War II to include the bombing of Pearl Harbor.
- Examines how the bombing of Pearl Harbor led to America's entry into WW II and the internment of Japanese Americans.
- Explain the turning points in the European and Pacific theaters of World War II.

- Describe how domestic policies were affected by United States involvement in World War.
- Explain the origins of the Cold War I.
- Explain how the events of the Cold War led to the McCarthy era.
- Explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world.
- Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African American Civil Rights movement after World War II.
- Explain how the Watergate affair led to a crisis of confidence in the government.
- Explain how the election of Ronald Reagan marked a new era of conservatism in American politics.
- Explains major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War.
- To demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation.
- To describe the economic functions of government, including providing public goods and services, maintaining competition, redistributing income, correcting for externalities, and stabilizing the economy.
- Describe the "push" factors (e.g., escaping persecution and poverty) and "pull" factors (e.g., seeking freedom and economic opportunity) that brought immigrants to the United States in the late 19th century
- Identifies the push and pull factors that brought an immigrant group to the United States (e.g., Italians, Jews, Poles, Chinese).
- Describe social, political, economic, and technological factors (e.g., governance, corruption, fiscal policies, wages, sanitation, class differences, health problems, transportation) of growth in 19th and 20th century American cities (e.g., New York, Chicago, St. Louis)
- Explains how political, social, economic, and technological factors affected the settlement and/or growth of a particular city during the 19th and 20th centuries.
- Describe how business magnates (i.e., Rockefeller, Morgan, Carnegie and Vanderbilt) dominated politics of the Gilded Age.
- Describe reform issues of the Progressive Era (including political reform, labor reform, and business regulation).
- Explains how progressives tried to reform government (e.g., La Follett, Lincoln Steffens), regulate business (e.g., Theodore Roosevelt, Ida Tarbell), and improve the workplace (e.g., Upton Sinclair) and conditions of the poor (e.g., Jane Addams).
- Describe the causes of and major events associated with the United States becoming an imperial power in the late 19th century.
- Explains how the annexation of Hawaii and the Philippines relate to the imperialist policies of the United States in the late 19th century.
- Analyze the scope and evolution of various United States foreign policies in the early part of the 20th century
- Explains how government, dominated by business magnates, adopted pro-government policies such as providing subsidies, passing tariffs, and pursuing laissez faire policies that resulted in the growth of trusts.
- How the government affects the economic well-being of its citizens (e.g., identify a local assistance program that receives government funding. Explain why the government funds it, where the money comes from, and who benefits from the program.
- How people, individually and collectively, participate in the U.S. economy.
- The various roles of an individual in the New World as the economy and government take

shape (e.g., consumer, voter, investor, worker, employer, policymaker).

- The degree to which the United States has been affected and is affected by international economic policies.
- To evaluate, take, and defend a position related to colonial or British policy.
- To analyze and evaluate the constitutional argument over the “Rights of Englishmen.”
- Critical understanding of the theories of government.
- A critical understanding of the ideology that shaped the American government.
- The skills necessary to interpret both literary and historical accounts.
- Critical skills necessary for interpreting controversial events in history.
- Reading for key ideas.
- Historical vocabulary.
- To express and defend ideas clearly both orally and in writing.
- To order events chronologically.
- To create and interpret maps, charts and graphs.
- To recognize, analyze and synthesize primary sources.
- To ask relevant questions.
- To utilize computer technology and electronic databases to search and to store information
- Collaborative and independent learning.
- Problem solving.
- Aspects of the human experience to include social, cultural, philosophical and ethical issues.
- How to identify issues or problems and investigate answers.
- Evaluate their own and peers’ writing to improve organizations, sharpen focus, and refine language, interact with others to see new possibilities.
- Change continuity, cause and effect.
- To apply historical knowledge to assess present day issues and concerns.
- Discipline.
- Developing a thesis, intro conclusion.
- Responsibility, time management.

How Students Learn:

- Reading, analyzing and understanding data.
- Use traditional, specialized and technological informational resources.
- Predicting, confirming and negotiating with others.
- Weigh new ideas against what they already know.
- Discuss meaning of artifacts, transcriptions, photographs.
- Socratic questioning.
- Trial and error.
- Lecture/taking notes.
- Research: analyzing primary, secondary, artifacts, lithographs, paintings, film, video.
- Writing, editing, rewriting: research papers.
- Establishing criteria for deciding whether or not events are relevant, irrelevant or historically significant or insignificant.
- Small group, student led projects.
- Oral presentations.

How Students are Assessed:

- Tests/Quizzes, Homework, Journals, Portfolios.

- Projects/research papers that call for synthesis of information, and forming and defending a new hypothesis.
- Designing, Developing and presenting oral presentations.
- Group/self evaluations.
- Organization and time management, (Did students meet deadlines?).
- Constructive work in collaborative working groups.
- Independent work.
- Through the use of computers and computer applications.
- Analyzing and synthesizing text.
- Selection and use of applicable information.
- Critique writing.
- Group/self-evaluation (teacher student feedback).

Students' semester grades are based on, but not limited to, the following:

Text Book: chapter quizzes/tests

5-10 Essays

1-2 research paper(s)

Quizzes on Literature readings

1-5 power point presentations

Grammar and punctuation

Art: interpreting history through art

Final Grades: compilation of points earned out of points possible

The following Rubric (though not exclusive) is used to critique essays and research papers/projects:

Drawing relevant and insightful conclusions (A)

Relevant conclusions (B)

Drawing weakly supported or irrelevant conclusion (C)

Ineffectively examine critical issues (D)

Text and Materials

***America's History* by James A. Henretta, W. Elliot Brownlee, David Brody, Susan Ware and Marilyn S. Johnson**

***The American Revolution* by Gordon S. Wood**

***Decision in Philadelphia: The Constitutional Convention of 1787* by Christopher Collier and James Lincoln Collier**

***Social and Political Philosophy*: edited by John Somerville and Ronald E. Santoni**

***Johnny Tremain* by Esther Forbes**

***Scarlett Letter* by Nathaniel Hawthorne**

***Common Sense* by Thomas Paine**

Newspapers

Videos/DVDs

Internet

Yearbook

School Year: 2009-2010 (Semesters: 1 and 2)

Teacher: Betty Squatrito-Martin

Student Goals and objectives are to:

- **Produce the school yearbook to include marketing, designing and laying out the school yearbook.**
- **Gain a basic understanding of photo journalism to include but not limited to: photo composition, layout and cutlines.**
- **To develop understanding of composition in photography**
- **Develop a basic understanding of layouts and how to capture the reader's eye.**
- **Gain a working knowledge of Adobe Photoshop and Indesign.**
- **Develop and build skills to work with Websites as a work place.**
- **Develop and learn organization, project management and the importance of meeting deadlines.**

What students learn:

- Communication: oral and written.
- Problem solving.
- Aspects of the human experience to include social, cultural, philosophical and ethical issues.
- Discipline.
- Responsibility.
- The importance of meeting milestones and deadlines.
- Teamwork.
- Independent study.
- Research/Internet.
- Understanding valid sources.
- Basic principles of advertising and marketing.
 - Selling yearbooks to students and faculty.
 - Develop a plan to sell and track sales of yearbooks.
 - Selling advertising to local businesses.
 - Developing contract.
 - Develop sales techniques.
- Basic principles of photography to include.
 - Framing.
 - Direction.
 - Tone.
 - Identification.
 - Lighting.
 - Focal points.
- Basic principles of layout and design.
 - AP Style.
 - Copy editing.
 - Proof reading.

- Basic computer applications to include.
 - Word processing.
 - Excel.
 - Adobe Photoshop.
 - Adobe Indesign.
 - Power Point.
- **How students learn:**
 - Reading, analyzing and understanding data.
 - Use traditional, specialized and technological informational resources.
 - Socratic questioning.
 - Trial and error, hands on.
 - Lecture/taking notes.
 - Reading.
 - Research.
 - Production of different forms of media/hands on.
 - Writing/Rewriting.
 - Developing questions on topics, finding subject expert and conducting an interview.
 - Small group, student led projects.

Student Assessment:

- Tests/Quizzes.
- Critique writing.
- Time management/did they meet deadlines.
- Homework.
- Projects Synthesis of information to form new hypothesis.
- Portfolios.
- Journals.
- Oral presentations/speeches.
- Group/self evaluations.

Students' semester grades are based on, but not limited to, the following:

5-10 photography projects

5-10 photoshop projects

Photographs for the yearbook

Yearbook pages/Effort

Meeting deadlines

Final Grades: compilation of points earned out of points possible.

Middle School Physical Education Objectives 2009-2010

Teacher: Jef Fern

Specific unit goals are:

To improve sportsmanship and team spirit.

Students will show improvement in their ability to:

- play fair, with a positive mindset.
- support other players in playing well and enjoying the game.
- accept umpiring with grace and courtesy.
- conduct themselves in a way that reflect well on their team.

To improve full participation and effort.

Students will show improvement in their ability to:

- play and exercise with earnest effort.; do their best.

To improve fitness and strength.

Students will show improvement in their ability to:

- have stamina and strength.

To improve physical athletic skills.

Students will show improvement in their ability to:

- run, throw, catch, kick, set, spike, etc.

To improve understanding of the rules of athletic games.

Students will show improvement in their ability to:

- play common athletic sports, such as basketball, volleyball, softball, tennis, soccer, ultimate Frisbee, dodgeball, etc.

To be prepared for exercise and play.

- come to class dressed for p.e.

Grading Criteria:

Improvement or positive performance in all the above areas.

Physical Fitness (10-11-12)

School Year: 2009-2010 (Semesters 1 and 2)

Teacher: Betty Squatrito-Martin

Student Goals for this class are to:

- **Use motor skills and movement patterns to perform a variety of physical activities.**
- **Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**
- **Participate regularly in physical activity.**
- **Know ways to achieve and maintain a health enhancing level of physical fitness.**
- **Use and develop teamwork and cooperation skills.**

What Students Learn:

- A combination of specialized movement forms in a variety of activities, such as aerobics, weight training, and Spinning.
- Application of concepts, principles, tactics, and strategies to acquire, assesses, and improves movement skills.
- How to evaluate tactics and strategies for modified and traditional activities.
- The importance of rules and procedures for safe and fair play during physical activities.
- Rules and procedures, as well as cooperation and fair play, when participating in competitive and non-competitive physical activities.
- How to independently arbitrate rule violations during physical activity without conflict.
- How to identify and participate in a variety of physical activities of personal interest to maintain an active lifestyle (e.g., dancing, community walk/runs, body boarding, yard work, and surfing).
- Reasons for, and healthful benefits of, continuing involvement in personally selected physical activities and strategies to do so.
- Reasons for, and healthful benefits of, participation in physical activity (e.g., enjoyment, challenge, social interaction, reduced stress, more energy) and creates a plan to continue involvement in physical activity into the future (e.g., choosing sports and activities of personal interest).
- Strategies for goal setting to improve personal fitness level based on various sources of information.
- How to analyze information about personal fitness status (e.g., flexibility, muscular strength, muscular endurance, cardio-respiratory endurance, body composition) from a fitness assessment to design a plan to improve and/or maintain a personal fitness level.
- How to participate in and evaluate activities that are designed to improve and/or maintain components of health-related physical fitness as related to personal goals (e.g., participates in regular jogging to increase cardio-respiratory endurance).
- Movement forms.
- Application of movement forms to learning.
- Development of motor skills.
- To refine the level of complexity of movement skills based on self assessment.
- To use goal setting to improve performance.
- Connection between health and exercise.
- Personal, social behavior within context of group activities.
- Understanding and tolerance for people with differing skill levels.
- Enjoyment, challenge of physical activity.

- To evaluate personal performance on health-related fitness e.g. cardio-respiratory endurance, muscular strength and endurance, to improve physical fitness.
- Leadership and follower roles.
- Maintain safe environment for fitness.
- To understand the impact of demands placed on the body.
- Respect for differences, ethnicity, and disabilities, skill levels, gender.
- Positive and social interactions.

How students Learn

- Taking part in physical activities, running, resistance training, Pilates, yoga, Spinning.
- Socratic questioning.
- Trial and error.
- Practice.
- Sequencing.
- Goal setting.
- Tests.
- Teamwork.

Student Assessment

- Evaluation of behavior.
- Self-assessment.
- Goal setting and working toward the goal.
- Chart progress of physical abilities.
- Group participation, ability to work in a group to achieve group goals.
- Ability to follow rules and regulations.
- Students must be able to run for approximately 1-1.5 miles without stopping
- Perform 20 push-ups
- 50 abdominal crunches

Dance Class

Teacher: Linda Turnbull

SY 2009 - 2010 Goals and Objectives

What the student learns:

DANCE FORMS:

Goal: Understand ballet technique.

Objective: Include basic positions and directions of the body in ballet; and basic ballet terminology.

Goal: Understand the composition of ballet classes.

Objective: Include components and functions of barre and center floor work.

Goal: Understand modern dance technique.

Objective: Include types of axial and locomotor movement in modern dance; and basic modern dance terminology.

Goal: Understand the use of shape, space, time, and energy in modern dance.

Objective: Include elements and interrelationships of shape, space, time, and energy in modern dance.

Goal: Understand styles and techniques of hip hop dance.

Objective: Include the movement elements common to hip hop dance; and basic hip hop dance terminology.

TECHNICAL ELEMENTS:

Goal: Understand the structure of, and relationships among, the nervous, muscular, and skeletal systems.

Objective: Include major skeletal structures of the body; the functions of muscles, tendons, and ligaments used in given dance movements; and the interrelationships among the nervous, muscular, and skeletal systems in movement.

Goal: Apply knowledge of kinesiology and biomechanics.

Objective: Include the basic principles of kinesiology and biomechanics and their use in the analysis of movements in dance.

Goal: Understand types and causes of common dance injuries and methods for their prevention.

Objective: Include common dance injuries and their causes; safety requirements for dance classrooms; and the proper sequence of warm-ups for preventing dance injuries.

DANCE PRODUCTION

Goal: Understand rhythm, meter, tempo, and dynamics.

Objective: Include meter signatures; the values of notes and rests, and their relationships to rhythmic patterns; and tempo and dynamic markings.

Goal: Identify types and characteristics of compositional forms.

Objective: Include types of simple and complex compositional forms.

Goal: Understand types, uses, and selection of accompaniment for dance.

Objective: Include types and uses of accompaniment; and factors to consider in selecting appropriate accompaniment.

Goal: Analyze the concepts of time and space in dance.

Objective: Include the elements of time and space in movement; and the relationships between time and movement, and space and movement.

Goal: Analyze the concepts of shape, dynamics, and movement in dance.

Objective: Include types and uses of shape; the relationship between shape and space; and movement concepts.

Goal: Understand devices and structures used in choreography.

Objective: Include devices and structures used in choreography.

Goal: Understand literal and non-literal choreography.

Objective: Include the uses of imagery in choreography and of abstractions in various situations in dance.

Goal: Apply choreographic principles to solo and ensemble work.

Objective: Include design possibilities in large ensemble, small ensemble, and solo work.

Goal: Apply improvisational techniques to a given situation in dance.

Objective: Include the relationship between improvisation and choreography; and the uses of improvisational techniques in movement study, solo work, and ensemble work.

Goal: Identify significant trends, values, and schools of thought in dance.

Objective: Include significant trends and values in the philosophy of dance; and significant schools of thought in dance and their characteristics.

Goal: Understand dance critique and evaluation.

Objective: Include the functions, characteristics, and steps in the process of dance critique and evaluation.

CULTURAL APPRECIATION:

Goal: Understand ways to integrate dance into other areas of the educational curriculum.

Objective: Include ways to integrate dance into other subjects; ways to interrelate dance with visual and other performing arts; and the use of dance as a teaching tool in other curriculum areas.

Goal: Understand elements of lesson construction.

Objective: Include factors to consider when constructing lessons and selecting music

How the student learns

Participation with respect and interest
Supporting others and the learning environment
Setting and reaching personal and group goals
Trial, error, reflection and choice
Cooperative collaboration with others
Taking calculated risks

How the student is assessed:

Grade: Pass/Fail, credit count .25 credits per semester
Class meets twice/week.
Tuesdays and Thursdays Period 1

Giving forth best effort
Supporting others and the learning environment
Reflection and self evaluation
Goal setting
Chart physical progress
Group participation: ability to work with a group to achieve group goals
Ability to follow guidelines and agreements
Ability to follow directions
Ability to accept responsibility when working with a group
End of year performance
Successful completion of semester projects (two projects, one each semester)

Guidance 12

School Year: 2009-2010 (Semesters 1 and 2)

Teacher Betty J. Squatrito-Martin

Goals and Objectives for Guidance are to:

- **The guidance class focuses on the individual academic need of each student.**
- **The class is individualized to best advise students on opportunities and paths available.**
- **Ensure students sign up for the SAT**
- **Ensure students complete college applications in a timely manner.**
- **Explore and understand educational and career options in order to develop and implement personal, educational, and career goals.**
- **Provide information to the individual on specific academic needs for each student.**
- **Advise students on opportunities and paths available for further studies to aid career goals.**
- **Understand life skills such as maintaining a check book and caring for young.**
- **Investigate and develop appropriate learning skills to increase efficiency and effectiveness for senior year.**
- **Prepare, plan and execute graduation.**

What Students Learn:

- To evaluate the interrelationship of internal and external factors that influence academic success.
- Demonstrate proper verbal and non-verbal communication skills.
- Analyze information, form opinions, set goals to enhance academic success.
- Analyze annual individual education and career goals.
- Evaluate potential career choices in relation to personal interests, strengths, and values.
- Apply appropriate and safe behaviors and practices in the school, community, and workplace.

- Analyze the demographic, geographic, and technological trends that affect work opportunities.
- Assess school performance and make changes when necessary.
- Evaluate their study skills and habits.
- Develop effective time-management plans.
- Develop effective project development and completion skills
- Use strategies for various tests and test-taking situations (including SAT).
- Explore approaches to cope with test anxiety.
- Report on various topics of research in presentations.
- Academic requirements and strategies to help meet requirements and specific goals.
- Appropriate strategies to resolve disagreements.
- Decision making and goal setting skills.

How Students learn

- Individual/Group research.
- Goal Setting.
- Interviews.
- Presentations.
- Videos.
- Guest Speakers.
- Time/project management.
- Discussion/lecture, Socratic questioning.
- Worksheets.

Student assessment:

- Skill exhibited on homework.
- Oral presentations.
- Information and data collected.
- Self and peer evaluations.
- Projects.
- Written reports.
- Quizzes and tests.

Final Grades are based on class participation.

This is a Pass no Pass class.

Text and materials:

Resources

Guest speakers

College handbooks and catalogs

SAT prep books

Newsletters and college counseling mailings

Student research

Various internet sites