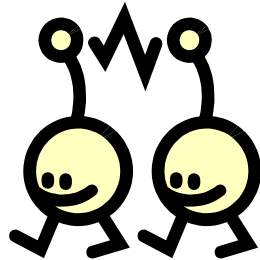


The Content Connection

The March Edition

2015



Making learning **DYNAMIC!**

In this issue, check out some ways our teachers are connecting the content that they teach with other content areas:

Social Studies → Spanish (conquistadors and explorers)

Health/PE → (Food and Nutrition)

Entrepreneurship → Social Studies (economy)

Art → Spanish (Mexican art)

Chorus → French (French kings, musicians, and composers)

Subject	6 th	7 th	8 th
Social Studies	<p>Topic(s): Ancient Greece, Ancient Civilizations of China and Ancient India; Aztecs, Incas, Mayan American Civilizations</p> <p>Key people: Mongols, Genghis Khan, Kublai Khan, Siddhartha Gautama, Montezuman, Hernán Cortés, Francisco Pizarro, Atahualpa, Alexander the Great, Sophocles</p> <p>Key Vocab: Silk Road, chinampas, Machu Picchu, terrace farming, Columbian Exchange, Aryans, Sanskrit, caste system, Acropolis, city-state, democracy, oligarchy</p> <p>Important Events/Moments: -1529- Aztec ruler captured by Hernan Cortez -1521- Atahualpa defeated by Francisco Pizarro -When the first democracy was created</p> <p>Assessment(s): Students will use Study Island technology assignments for informal review and be assessed via formal assessments (tests). Students will also participate in a simulation of government types.</p>	<p>Topic(s): World War II</p> <p>Key people: Adolf Hitler, Winston Churchill, Franklin D. Roosevelt, Harry S Truman</p> <p>Key Vocab: Nationalism, Imperialism, Axis Powers, Allied Powers</p> <p>Important Events/Moments: Treaty of Versailles Great Depression Fascism Hyper-Inflation Appeasement</p> <p>Assessment(s): Students will be assessed on formal and informal assessments and a project.</p>	<p>Topic(s): Civil War</p> <p>Key people: President Lincoln , Jefferson Davis, Ulysses Grant, Robert E. Lee</p> <p>Key Vocab.: Union , Confederacy, Emancipation Proclamation , Slavery, military strategies, medicine</p> <p>Important Events/Moments: Slavery, when States Rights' were enacted</p> <p>Assessment(s): Students will take be assessed via a project and the end of the unit short essay.</p>
Science	<p>Topic(s): Space and Ecology</p> <p>Key people: Neil Armstrong, Buzz Aldrin, Darwin</p> <p>Key Vocab: gravity, sound waves, vacuum, food chain, food web</p> <p>Important Events/Moments: Walking on the moon, advancements in space exploration</p> <p>Assessment(s): Students will be assessed via unit tests, quizzes, lab reports and Study Island.</p>	<p>Topic(s): Motion and Force</p> <p>Key people: Isaac Newton</p> <p>Key Vocab: Motion, speed, acceleration, motion, force, acceleration, speed , velocity, net force, Newton's Laws, inertia, momentum</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will be assessed via quizzes, projects, and quizzes.</p>	<p>Topics: Food webs, ecosystems, energy</p> <p>Key People: N/A</p> <p>Key Vocab: ecosystems, population, habitat, niche, producer, consumer, decomposer, food web, food chain</p> <p>Important Events: N/A</p> <p>Assessment(s): Students will be assessed via daily class work, ticket-out-the-door questions, warm-ups, homework and quizzes.</p>
Math	<p>Math 6 (Honors & Standard Plus)</p> <p>Topic(s): Geometry</p> <p>Key people: N/A</p> <p>Key Vocab: Area, quadrilateral, triangle, parallelogram, rhombus, square, trapezoid, coordinate plane, perimeter, nets, surface area, volume</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will be assessed on quizzes, a test, and the technology tools of IXL and Compass Learning.</p> <p>Math 6 (Standard and Foundations)</p> <p>Topic(s): Geometry Unit - Area, Perimeter, Volume and Surface Area</p> <p>Key people: N/A</p> <p>Key Vocab: Area, perimeter, volume and surface area</p>	<p>Math 7 (Honors & Standard Plus)</p> <p>Topic(s): Statistics and probability</p> <p>Key People: N/A</p> <p>Key Vocab: Mean median mode, Outlier, MAD, box and whisker plot, Frequency table, Theoretical, Experimental, Compound</p> <p>Assessment(s): Students will be assessed on a test in March.</p> <p>Math 7 (Standard & Foundations)</p> <p>Topic(s): 3D Geometry</p> <p>Key People: N/A</p> <p>Key Vocab: Volume, surface area , cross sections, prisms, pyramids</p> <p>Assessment(s): Students will be assessed on a test in March.</p>	<p>Math I (For HS Credit)</p> <p>Topic(s): Quadratics</p> <p>Key people: N/A</p> <p>Key Vocab.: Quadratic formula, solving, zeros, x-intercepts</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will be assessed via classwork, quizzes, and a common/parallel test.</p> <p>Math 8 (Standard Plus, Standard & Foundations)</p> <p>Topic(s): Scatter plots and lines of best fit</p> <p>Key People: N/A</p> <p>Key Vocab: scatter plot, line of best fit, correlation, interpolation, extrapolation</p>

	<p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will be assessed via quizzes and tests.</p>		<p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will be assessed via classwork, quizzes, and a common/parallel test.</p>
ELA	<p>ELA 6 (All classes)</p> <p>Topic(s): Students in 6th Grade ELA have boarded the "Titanic" this month. They become one of the original passengers and get their boarding passes. At the end of the unit they will learn their fate. They are reading nonfiction articles and support texts to study the disaster.</p> <p>Key people: biographers, reporters, photographers, and filmmakers reporting on the Titanic</p> <p>Key vocab: primary/secondary sources, fact/opinion, cause/effect, main idea/supporting details.</p> <p>Important Events/Moments: The planning, building, sailing, and sinking of the RMS Titanic; It sank on April 14th, 1912.</p> <p>Assessments: Students will be assessed via a pre- and posttest on nonfiction. Students will also create passengers' biographies.</p>	<p>ELA 7 (all classes)</p> <p>Topic(s): Students are learning about the editing and revision process needed for formal research. Students will be working on using internal citation and MLA formatting.</p> <p>Students will also begin to explore poetry in March/April with a focus on analysis (theme, tone/mood, word meaning/text structure).</p> <p>Key people: N/A</p> <p>Key Vocab: justify, thesis, bias, cite, theme, tone/mood, analyze, figurative language</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will complete a research paper using a minimum of 4 credible sources. Work will include a Works Cited page, text citations, and a strong thesis statement.</p>	<p>ELA 8 (All Classes)</p> <p>Topic(s): <i>To Kill a Mockingbird</i></p> <p>Key people: Harper Lee; Scottsboro Boys</p> <p>Key Vocab: Segregation, social justice, motif</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will show their understanding of novel topics by writing an essay on the development of motif in <i>To Kill a Mockingbird</i>.</p>
Health/PE	<p>Topics: Students will learn about food, labels, creating healthy meals; MyPlate; Michelle Obama.</p> <p>Key people: N/A</p> <p>Key Vocab: Same as in Topics.</p> <p>Important Events/Moments:</p> <p>Assessment(s): Students will create a foldable displaying what they have learned about food and nutrition.</p>	<p>Topics: Students will learn about past and present food guidelines and watch <i>SuperSize Me</i>.</p> <p>Key people: Morgan Spurlock</p> <p>Key Vocab: Same as in Topics.</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will write a persuasive essay about food and nutrition.</p>	<p>Topics: Students will learn about stress, anxiety, suicidal behaviors, and self-harm.</p> <p>Key people: Amanda Beard</p> <p>Key Vocab: Same as in Topics.</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will create posters where they educate others on the harmful side effects of stress and anxiety.</p>
Chorus	<p>Topic(s): Vocal Awareness</p> <p>Key people: Tom Porter, Central Dakota Children's Choir, Andy Beck</p> <p>Key Vocab: Repeat sign, first ending, second ending, breath mark, no breath mark, measure, time signature, accompaniment, Da Capo, D.S. Segno, forte, piano, mezzo</p> <p>Important Events/Moments: Traditional Sacred Liturgy</p> <p>Assessment(s): Students will study a Choral Repertoire Study of song, participate in class discussions, and perform.</p>	<p>Topic(s): Vocal Awareness</p> <p>Key people: Joyce Eilers Bacak, Molière, Jean Baptiste Lully, Louis XIV of France (Louis the Great)</p> <p>Key Vocab: Unison, accompaniment, time signature, form, Da Capo, D.S., Segno, Mezzo piano, Mezzo forte, fortissimo, Comedie-ballet (Monsieur de Pourceaugnac)</p> <p>Important Events/Moments: French History (Reign of Louis XIV)</p> <p>Assessment(s): Students will study a choral repertoire of songs, participate in a class discussion and perform.</p>	<p>Topic(s): Vocal Awareness</p> <p>Key people: Cynthia Gray, Linda Spevacek</p> <p>Key Vocab: AB form, accompaniment, form, Da Capo, D.S. Segno, spiritual, ballad</p> <p>Important Events/Moments: American History (Institution of slavery and the importance of spirituals)</p> <p>Assessment(s): Students will study a choral repertoire of songs, participate in a class discussion and perform.</p> <p>Chorus 8 (Honors)</p> <p>Topic(s): Vocal Awareness</p> <p>Key people: John Leavitt and Victor Johnson</p> <p>Key Vocab: Form, Da Capo, D.S. Segno Changing meter, coda, imagery</p> <p>Important Events/Moments: Traditional Sacred Liturgy</p>

			Assessment(s): Students will study a choral repertoire of songs, participate in a class discussion and perform.
Spanish	<p>Topic(s): Students will be able to recognize and say the numbers in Spanish. Students will also be to create a calendar in Spanish.</p> <p>Key people: N/A</p> <p>Key Vocab.: Numbers</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will be able to understand invitations and make a calendar.</p>	<p>Topic(s): Students will be able to talk and write about their class subjects, lunch time and daily schedules. Students will also be able to give the time.</p> <p>Key people: N/A</p> <p>Key Vocab: Classes: P.E., Math, Spanish, Language Arts, Science, History, Art, Music; lunch, foods, and drinks</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will interview each other about school. There will be a quiz on giving time and on the classes/schedule vocabulary.</p>	<p>Topic(s): Students will be able to discuss what different Spanish-speaking cities look like and talk about what is in the shops in a typical city/town/village. Students will also be able to locate things by asking and giving directions; and talk about places in the community that they visit in their daily lives.</p> <p>Key people: N/A</p> <p>Key Vocab: Prepositions: behind, in front of, far from, close to, above, under, etc.; Places: supermarket, church, school, library, restaurant, pharmacy, museum, bakery, post office, bank; to the right/left, straight ahead, turn, etc.</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will explore Spanish-speaking cities through Google Earth and find different stores. Students will also create a map and talk about it.</p>
French	<p>Topic(s): Students will be able to recognize and say the numbers in French. Students will also be to create a calendar in French.</p> <p>Key people: N/A</p> <p>Key Vocab.: Numbers</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will be able to understand invitations and make a calendar.</p>	<p>Topic(s): Students will be able to talk and write about their class subjects, lunch time and daily schedules. Students will also be able to give the time.</p> <p>Key people: N/A</p> <p>Key Vocab: Classes: P.E., Math, French, Language Arts, Science, History, Art, Music; lunch, foods, and drinks</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will interview each other about school. There will be a quiz on giving time and on the classes/schedule vocabulary.</p>	<p>Topic(s): Students will be able to discuss what French cities look like and talk about what is in the shops in a typical city/town/village. Students will also be able to locate things by asking and giving directions; and talk about places in the community that they visit in their daily lives.</p> <p>Key people: N/A</p> <p>Key Vocab: Prepositions: behind, in front of, far from, close to, above, under, etc.; Places: supermarket, church, school, library, restaurant, pharmacy, museum, bakery, post office, bank; to the right/left, straight ahead, turn, etc.</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Students will explore 2 French cities through Google Earth and find different stores. Students will also create a map and talk about it.</p>
Art	<p>Topic(s): Oaxacan animal designs, drawing a realistic animal and then filling it with bright geometric patterns</p> <p>Key people: People of the Oaxacan mountains in Mexico</p> <p>Key Vocab: pattern, geometric shapes, shading, complimentary colors, alternating rhythm</p> <p>Important Events/Moments: Students will learn about traditional animal carvings that</p>	<p>Topic(s): Chinese dragon drawings and puppets based on the traditional Chinese dragon characteristics</p> <p>Key people: Chinese culture</p> <p>Key Vocab: tradition, symbol, culture, stylize</p> <p>Important Events/Moments: Students will learn about the use of dragons in ancient Chinese myths since 206 BC.</p> <p>Assessment(s): Students' final projects</p>	<p>Topic(s): Pop Art shoe drawing</p> <p>Key people: Benjamin Day</p> <p>Key Vocab: Pop Art, modern, abstract, shading, overlap</p> <p>Important Events/Moments: Students will learn about the Pop Art movement in the 1950's and Andy Warhol's glamorization of basic everyday objects in his artwork.</p> <p>Assessment(s): Students' final projects</p>

	<p>have been created for centuries in the Oaxacan mountain region.</p> <p>Assessment(s): Students' final projects will be compared to preliminary sketches to show growth within each project. Students will use patterns, symbols and drawings to show that they can convey their intended idea or feeling for their piece of artwork. Students should also demonstrate craftsmanship and mastery of art materials.</p>	<p>will be compared to preliminary sketches to show growth within each project. Students will use patterns, symbols and drawings to show that they can convey their intended idea or feeling for their piece of artwork. Students should also demonstrate craftsmanship and mastery of art materials.</p>	<p>will be compared to preliminary sketches to show growth within each project. Students will use patterns, symbols and drawings to show that they can convey their intended idea or feeling for their piece of artwork. Students should also demonstrate craftsmanship and mastery of art materials.</p>
Career and Technical Education	<p><u>Computer Skills and Applications I</u> Topics: Document Formatting Key people: N/A Key vocab: memo, business, organization, posture and technique Important Events/Moments: N/A Assessment(s): Students will be assessed via course-specific project-based assessments and online quizzes.</p> <p><u>Careers</u> Topics: Resume Formatting Key people: N/A Key vocab: resume, cover letter, application Important Events/Moments: N/A Assessment(s): Students will be assessed via course-specific project-based assessments and online quizzes.</p>	<p><u>Computer Skills and Applications I</u> Topics: Document Formatting Key people: N/A Key vocab: memo, business, organization, posture and technique Important Events/Moments: N/A Assessment(s): Students will be assessed via course-specific project-based assessments and online quizzes.</p> <p><u>Computer Skills and Applications II</u> Topics: MS Access Database Basics Key people: N/A Key vocab: specialist, input mask, data Important Events/Moments: N/A Assessment(s): Students will be assessed via course-specific project-based assessments and online quizzes.</p> <p><u>Entrepreneurship, Business, and Marketing Education</u> Topics: Economic Systems Key people: N/A Key vocab: Resources, production, scarcity, economic systems, market economy, free-enterprise, traditional economy, command economy, mixed economy Important Events/Moments: Various economic shifts, both domestic and international Assessment(s): Students will be assessed via informal observations, quizzes, and collaborative projects.</p>	<p><u>Computer Skills and Applications II</u> Topics: MS Access Database Basics Key people: N/A Key vocab: specialist, input mask, data Important Events/Moments: N/A Assessment(s): Students will be assessed via course-specific project-based assessments and online quizzes.</p> <p><u>Entrepreneurship, Business, and Marketing Education</u> Topics: Economic Systems Key people: N/A Key vocab: Resources, production, scarcity, economic systems, market economy, free-enterprise, traditional economy, command economy, mixed economy Important Events/Moments: Various economic shifts, both domestic and international Assessment(s): Students will be assessed via informal observations, quizzes, and collaborative projects.</p>
Orchestra	<p>Topic(s): Key Signatures, Time, Signatures, Note Values, Ties and Slurs, Triplets, Intervals, Intonation, Articulations, Cut Time, Baroque, Classical, Romantic Key people: Johann Sebastian Bach, Ludwig van Beethoven; Composers, Antonin Dvorak, Jean-Joseph Mouret, Edward Elgar Key Vocab: Same as <i>Topics</i> Important Events/Moments: N/A Assessment(s): Students will be assessed via informal observation, written activities,</p>	<p>Topic(s): Key Signatures, Time, Signatures, Note Values, Ties and Slurs, Triplets, Intervals, Intonation, Articulations, Cut Time, Baroque, Classical, Romantic Key people: Johann Sebastian Bach, Ludwig van Beethoven; Composers, Antonin Dvorak, Jean-Joseph Mouret, Edward Elgar Key Vocab: Same as <i>Topics</i> Important Events/Moments: N/A Assessment(s): Students will be</p>	<p>Topic(s): Key Signatures, Time, Signatures, Note Values, Ties and Slurs, Triplets, Intervals, Intonation, Articulations, Cut Time, Baroque, Classical, Romantic Key people: Johann Sebastian Bach, Ludwig van Beethoven; Composers, Antonin Dvorak, Jean-Joseph Mouret, Edward Elgar Key Vocab: Same as <i>Topics</i> Important Events/Moments: N/A Assessment(s): Students will be</p>

	Kahoot reviews, and Individual Performance Assessments.	assessed via informal observation, written activities, Kahoot reviews, and Individual Performance Assessments.	assessed via informal observation, written activities, Kahoot reviews, and Individual Performance Assessments.
Band	<p>Topics:</p> <ul style="list-style-type: none"> Identify instrument families Good posture, embouchure, hand position Good basic tone <ul style="list-style-type: none"> Long tones of 8 counts Concept of making tones “fit together” Awareness of balance (melody versus accompaniment) Singing and Steady pulse Notation for bass and treble clef Articulation <ul style="list-style-type: none"> Correct use of tongue (correct grip and stroke for percussion) Tempo Dynamics Awareness of the role of the director <p>Key people: Same as 6th Grade</p> <p>Key vocab: 4/4, 2/4, 3/4 meters, Whole, half, quarter, dotted half and dotted quarter, beamed eighths, and single eighths (plus corresponding rest values), Bb, Eb and F scales, Phrasing, Piano, mezzo piano, mezza forte, forte, crescendo, decrescendo, Allegro, Moerato, Andante, Ritardando, Slurs, ties, accents, legato, staccato</p> <p>Important Events/ Moments: N/A</p> <p>Assessment(s):</p> <p>Summative Assessments</p> <ul style="list-style-type: none"> SMARTMUSIC Written test on music theory and composer knowledge adjudicated events such as Musical Performance Assessments or Carowinds Music Festival <p>Formative Assessments:</p> <p>Hand signals for understanding</p> <ul style="list-style-type: none"> aural and visual observation; peer and self-assessments with guided rubrics; random questioning (using class dojo); notebook checks; weekly practice assignments linked to specific practice strategies; and recorded rehearsal for student feedback. 	<p>Topics: <i>Everything from 6th Grade and...</i></p> <ul style="list-style-type: none"> March Form Theme and variation Individual interpretation of phrasal line Cut time <p>Key people: Same as 6th Grade</p> <p>Key vocab: Same as in Topics.</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Same as 6th Grade</p>	<p>Topics: <i>Everything from 6th & 7th Grades and</i></p> <ul style="list-style-type: none"> A and E major scales and March Form 6/8 time <p>Key people: Same as 6th Grade</p> <p>Key vocab: Same as in Topics.</p> <p>Important Events/Moments: N/A</p> <p>Assessment(s): Same as 6th Grade</p>
Drama	<p>Beginning Drama</p> <p>Topics: Basic drama vocabulary, ensemble work, and improvisation</p> <p>Key people: N/A</p> <p>Key vocab: improvisation, upstage, props</p> <p>Important Events/Moments: N/A</p> <p>Assessment: Students will be assessed on a test.</p>	<p>Beginning Drama</p> <p>Topics: Basic drama vocabulary, ensemble work, and improvisation</p> <p>Key people: N/A</p> <p>Key vocab: improvisation, upstage, props</p> <p>Important Events/Moments: N/A</p> <p>Assessment : Students will be assessed on a test.</p> <p>Intermediate Drama</p> <p>Topics: Midsummer Night’s Dream</p> <p>Key people: Shakespeare</p> <p>Key vocab: iambic pentameter, prose</p> <p>Important Events/Moments: N/A</p> <p>Assessment : Students will perform scene work and be assessed on a test.</p>	<p>Honors Drama</p> <p>Topics: Monologues and auditioning</p> <p>Key people: N/A</p> <p>Key vocab: N/A</p> <p>Important Events/Moments: N/A</p> <p>Assessment: Students will audition by performing cold reads of a scene.</p>

