

# The Content Connection

The November Edition  
2014-2015



Making learning **DYNAMIC!**

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

**CTE → Social Studies (Economics)**

**Art → Math (Tessellations)**

**ELA → Social Studies (Elizabethan era history)**

**Social Studies → French (early American government ideals)**

**Health/PE—Social Studies (Obama administration's platform on health)**

**Art→Social Studies (World history)**

**Chorus→Social Studies, French & ELA (World history & literary terms)**

Subject	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Social Studies</b>	<p><b>Topic(s):</b> Traits of a civilization and the very first civilizations starting with Sumeria, and then focusing on the Mesopotamian civilizations; major world religions and different areas in the world they are predominant in; Ancient China and Ancient Egypt.</p> <p><b>Key people:</b> King Hammarabi &amp; King Nebuchadnezzar</p> <p><b>Key Vocab:</b> Stable food supply, government, religion, coded laws, civilization, fertile, irrigation, levee, agriculture, cultivate, monotheism, polytheism</p> <p><b>Important Events/Moments:</b> Hammarabi had the first written laws for his civilization. Sumeria-- the first civilization.</p> <p><b>Assessment(s):</b> Students will be creating a religion foldable, choice projects on the Mesopotamian civilizations, cumulative test, and start a research project with the other Ancient Civilization</p>	<p><b>Topic(s):</b> The Enlightenment and Political Revolutions (18th &amp; 19th centuries)</p> <p><b>Key people:</b> John Locke, Jean-Jacques Rousseau, Baron de Montesquieu, Louis XIV, Louis XVI Napoleon Bonaparte</p> <p><b>Key Vocab:</b> Government, Philosophers, Natural Rights, Social Contract, Revolution, Guillotine</p> <p><b>Important Events/Moments:</b> Scientific Revolution Age of Reason</p> <p><b>Assessment(s):</b> Students will be assessed via formal and informal unit assessments and DBQ writing prompts.</p>	<p><b>Topic(s):</b> American Revolution</p> <p><b>Key people:</b> Thomas Paine, British Army, Continental Army</p> <p><b>Key Vocab.:</b> Patriot, loyalist, Declaration of Independence, Battle of Lexington and Concord, Battle of Saratoga, Battle of Yorktown, Common Sense, independence</p> <p><b>Important Events/Moments:</b> French and Indian war, Boston Massacre, Boston Tea Party, taxing by the king</p> <p><b>Culminating Task:</b> Students will complete an ongoing mini- assessment and End of Unit Test.</p>
<b>Science</b>	<p><b>Topic(s):</b> Forces and motion; Thermal energy; Heat transfer</p> <p><b>Key people:</b> Issac Newton</p> <p><b>Key Vocab:</b> Thermal energy, heat transfer, conduction, convection, radiation</p> <p><b>Important Events/Moments:</b> Newton's Laws</p> <p><b>Assessment(s):</b> Students will be assessed on quizzes, tests, binder checks, and posters.</p>	<p><b>Topic(s):</b> CELLS: Plant cells and animal cells.</p> <p><b>Key people:</b> Robert Hooke</p> <p><b>Key Vocab:</b> Animal Cells , Golgi, Body, Nucleus, Plant Cells , Vacuole, Cytoplasm, Mitochondria , Endoplasmic Reticulum, Chloroplast, Cell Membrane Ribosome, Cell Wall, Lysosome Nuclear Membrane</p> <p><b>Important Events/Moments:</b> N/A</p> <p><b>Assessment(s):</b> Students will be assessed on virtual interactive Labs on the iPads, quizzes, homework, notebook checks, and a unit assessment.</p>	<p><b>Topics:</b> Plate tectonics and continental drift; weathering, erosion, sedimentation and deposition; rock cycle.</p> <p><b>Key People:</b> Wegener-Continental Drift</p> <p><b>Key Vocab:</b> Convergent, divergent, transform boundaries, continental drift, weathering, erosion, Pangaea, rock cycle</p> <p><b>Important Events:</b> N/A</p> <p><b>Assessment(s):</b> Students will be assessed via daily class work, ticket-out-the-door questions, warm-ups, homework and the unit test.</p>
<b>Math</b>	<p><b>Math 6 (Honors &amp; Standard Plus)</b></p> <p><b>Topic(s):</b> Equations, inequalities, independent and dependent variables</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab:</b> Isolate, inverse, variable, translate, graph, linear, independent, dependent, input, output</p> <p><b>Important Events/Moments:</b> N/A</p> <p><b>Assessment(s):</b> Students will be assessed on informal and formal assessments.</p> <p><b>Math 6 (Standard and Foundations)</b></p> <p><b>Topic(s):</b> The number system with focus on divisibility, GCF, LCM, and order of operations; grouping into equivalent sets and regrouping based on common attributes.</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab:</b> Divisibility, factor, multiple, Least Common Multiple (LCM), Greatest</p>	<p><b>Math 7 (Honors &amp; Standard Plus)</b></p> <p><b>Topic(s):</b> Functions</p> <p><b>Key People:</b> N/A</p> <p><b>Key Vocab:</b> Independent, dependent, function</p> <p><b>Assessment(s):</b> Students will be assessed via a test on Nov. 25<sup>th</sup>.</p> <p><b>Math 7 (Standard &amp; Foundations)</b></p> <p><b>Topic(s):</b> Equations and expressions</p> <p><b>Key People:</b> N/A</p> <p><b>Key Vocab:</b> Equations, isolate, variable, combine like terms.</p> <p><b>Assessment(s):</b> Students will be assessed on a test.</p>	<p><b>Math I (For HS Credit)</b></p> <p><b>Topic(s):</b> Linear function and families of linear functions</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab.:</b> Slope, Function, X- and Y-intercepts, standard form</p> <p><b>Important Events/Moments:</b> N/A</p> <p><b>Assessment(s):</b> Students will be assessed via classwork, quizzes, and a test.</p> <p><b>Math 8—Standard Plus</b></p> <p><b>Topic(s):</b> Inequalities and radical expressions</p> <p><b>Key People:</b> N/A</p> <p><b>Key Vocab:</b> Radical; less than, greater than, square roots</p> <p><b>Important Events/Moments:</b> N/A</p> <p><b>Assessment(s):</b> Students will be assessed via quizzes and tests.</p>

Common Factor (GCF), greatest, least, order of operations, negative, positive, integers, common, prime, composite  
**Important Events/Moments:** Shopping on a daily basis. Planning for various trips and events.  
**Assessment(s):** Students will be assessed on quizzes and tests that focus on real-life application of mathematics.

**Math 8—Standard**  
**Topic(s):** Inequalities, equations, percent, proportions, similar figures  
**Key people:** N/A  
**Key vocab:** Equation, inequality, variable, proportion, similar, percent, Interest, principle, rate, unit rate, equivalent, greater than, less than  
**Important Events/Moments:** N/A  
**Assessment(s):** Students will be assessed via quizzes and tests.

**Math 8---Foundations**  
**Topics:** Equations and the coordinate plane  
**Key people:** N/A  
**Key Vocab.:** Order pair, equivalent, variable, coefficient, constant, quadrant, coordinate  
**Important Events/Moments:** N/A  
**Assessment(s):** Students will be assessed on quizzes and tests.

ELA

**ELA 6 (All classes)**  
**Topic(s):** Cultural diversity, community gardens, inner-city neighborhoods, point-of-view and characterization; *Seedfolks* (novel)  
**Key people:** *Seedfolks* author, Paul Flieschman  
**Key Vocab:** Diversity, culture, setting, characterization and point of view  
**Important Events/Moments:** American Urban decay and subsequent renewal in America in the 90's; the rise of community gardens; Cleveland, OH  
**Assessment(s):** Students will be work on a novel packet, open-book tests and participate in class discussion.

**ELA 7 (all classes)**  
**Topic(s):** Students will analyze the impact an author's culture has on their text  
**Key people:** O'Henry Bradbury & Maya Angelou  
**Key Vocab:** Mood/tone, diction, theme  
**Important Events/Moments:** Segregation  
**Assessment(s):** Students will write an expository essay analyzing the impact of culture on elements of craft.

**ELA 8 (All Classes)**  
**Topic(s):** Shakespeare Unit--Students will analyze poetry (sonnets), *A Midsummer Night's Dream*, and nonfiction dealing with the Elizabethan era and women's roles.  
**Key people:** Shakespeare  
**Key Vocab:** Symbol, theme, stage directions, language from the Elizabethan era: *Thee, thou and thy*  
**Important Events/Moments:** The reign of Elizabeth I and the importance of storytelling in the form of plays to keep the masses happy  
**Assessment(s):** Students will perform parts of a Shakespeare play with their peers as their audience. Students will also complete a study guide on the information they learn.

Health/PE

**Topic(s):**  
**Health:** Nutrition--Researching MyPlate.gov, common nutrition related diseases  
**P.E.--**Hockey, handball and soccer  
**Key people:** Michelle Obama – MyPlate & Morgan Spurlock: *Supersize Me*  
**Key Vocab:**  
**Health:** My plate, FDA, obesity, body composition, body mass index, calories, RDA, serving size, Percent Daily Value, food groups, minerals, vitamins  
**P.E.--**Lay-up, sideline, free throw, jump shot, zone offense, zone defense, passing routes, slap shot, push shot, instep trap, instep pass, positioning, fitness components

**Topic(s):**  
**Health:** The history and evolution of the Food Guide, reading nutrition facts labels, studying fast food menus  
**P.E.--** Lifetime sports  
**Key people:** Michelle Obama – MyPlate & Morgan Spurlock: *Supersize Me*  
**Key Vocab:**  
**Health:** My plate, FDA, obesity, body composition, body mass index, calories, RDA, serving size, Percent Daily Value, food groups, minerals, vitamins  
**P.E.--**lay-up, sideline, free throw, jump shot, zone offense, zone defense, passing routes, slap shot, push shot,

**Topic(s):**  
**Health:** BMI, Body Composition, planning a diet, and eating disorders  
**PE:** Basketball skills and short-sides games  
**Key people:** Michelle Obama – MyPlate & James Naismith-  
**Key Vocab:**  
**Health:** My plate, FDA, obesity, body composition, body mass index, calories, RDA, serving size, Percent Daily Value, food groups, minerals, vitamins  
**P.E.--**lay-up, sideline, free throw, jump shot, zone offense, zone defense, passing routes, slap shot, push shot, instep trap, instep pass, positioning,

	<p><b>Important Events/Moments:</b> The nutrition platform during the Obama election; obesity epidemic; the history and evolution of each sport; Health School initiative</p> <p><b>Assessment(s):</b> Students will create a foldable on diets of various countries. Students will also be assessed on a test, quizzes, homework and in class discussions and work.</p>	<p>instep trap, instep pass, positioning, fitness components</p> <p><b>Important Events/Moments:</b> The nutrition platform during the Obama election; obesity epidemic; the history and evolution of each sport; Health School</p> <p><b>Assessment(s):</b> Students will write an argument. Students will be assessed on a test, quizzes, homework and in class discussions and work.</p>	<p>fitness components</p> <p><b>Important Events/Moments:</b> The nutrition platform during the Obama election; obesity epidemic; the history and evolution of each sport; Health School</p> <p><b>Assessment(s):</b> Students will be assessed on a test, quizzes, homework and in class discussions and work.</p>
<b>Chorus</b>	<p><b>Topic(s):</b> Vocal Awareness, Musicianship, Performance Etiquette</p> <p><b>Key people:</b> Tom Porter, Central Dakota Children's Choir, Andy Beck, Greg Gilpin</p> <p><b>Key Vocab:</b> Repeat sign, first ending, second ending, breath mark, no breath mark, measure, time signature, accompaniment, Da Capo, D.S. Segno, forte, piano, mezzo, musicianship, blend, diction, balance</p> <p><b>Important Events/Moments:</b> Traditional Sacred Liturgy</p> <p><b>Assessment(s):</b> Students will study a Choral Repertoire Study of song, participate in class discussions, perform.</p>	<p><b>Topic(s):</b> Vocal Awareness, Musicianship, Performance Etiquette</p> <p><b>Key people:</b> Joyce Eilers Bacak, Molière, Jean Baptiste Lully, Louis XIV of France (Louis the Great), Greg Gilpin</p> <p><b>Key Vocab:</b> Unison, accompaniment, Time signature, Form, Da Capo, D.S. Segno, Mezzo piano, Mezzo forte, Fortissimo</p> <p>Comedie-ballet (Monsieur de Pourceaugnac), Blend, Diction, Balance, musicianship</p> <p><b>Important Events/Moments:</b> French History (Reign of Louis XIV); Veteran's Day</p> <p><b>Assessment(s):</b> Students will study a choral repertoire of songs, participate in a class discussion and perform.</p>	<p><b>Topic(s):</b> Vocal Awareness, Musicianship, Performance Etiquette</p> <p><b>Key people:</b> Cynthia Gray, Linda Spevacek, Greg Gilpin,</p> <p><b>Key Vocab:</b> AB form, Accompaniment, Form, Da Capo, D.S. Segno, Spiritual, Ballad</p> <p>Blend, Diction, Balance musicianship</p> <p><b>Important Events/Moments:</b> American History (Institution of slavery and the importance of spirituals)</p> <p><b>Assessment(s):</b> Students will study a choral repertoire of songs, participate in a class discussion and perform.</p> <p><b>Chorus 8 (Honors)</b></p> <p><b>Topic(s):</b> Vocal Awareness, Musicianship, Performance Etiquette</p> <p><b>Key people:</b> John Leavitt, Victor Johnson, Greg Gilpin, G. Handel</p> <p><b>Key Vocab:</b> Form, Da Capo, D.S., Segno, Changing Meter, Coda, Imagery, Blend, Diction, Balance Musicianship</p> <p><b>Important Events/Moments:</b> Traditional Sacred Liturgy</p> <p><b>Assessment(s):</b> Students will study a choral repertoire of songs, participate in a class discussion and perform.</p>
<b>Spanish</b>	<p><b>Topic(s):</b> Classroom objects</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab.:</b> All vocabulary associated with <b>Topics</b>.</p> <p><b>Important Events/Moments:</b> N/A</p> <p><b>Assessment(s):</b> Students will role play a scene in Spanish where they act as a clerk and a customer in an office supply store, purchasing various items such as notebooks, pencils, maps etc.</p>	<p><b>Topics:</b> Adjectives - describing ourselves and others</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab.:</b> All vocabulary associated with <b>Topics</b>.</p> <p><b>Important Events/Moments:</b> N/A</p> <p><b>Assessment(s):</b> Students will act in a skit on descriptions. Students will also be assessed via a quiz.</p>	<p><b>Topics:</b> Clothing - what to wear in different kinds of weather or climate.</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab.:</b> All vocabulary associated with <b>Topics</b>.</p> <p><b>Important Events/Moments:</b> N/A</p> <p><b>Assessment(s):</b> Students will participate in a class fashion show where students will dress up, describe what they are wearing and what season their outfit is for. Students will also be assessed via a quiz.</p>
<b>French</b>	<p><b>Topic(s):</b> Colors, likes and dislikes; School materials</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab:</b> All vocabulary associated with <b>Topics</b>.</p>	<p><b>Topic(s):</b> Colors, subject pronouns, physical description.</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab:</b> All vocabulary associated with <b>Topics</b>.</p>	<p><b>Topic(s):</b> Past times, weather, time and days.</p> <p><b>Key people:</b> N/A</p> <p><b>Key Vocab:</b> All vocabulary associated with <b>Topics</b>.</p>

	<p><b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Students will conduct in-class surveys with classmates. Students will also be assessed on a quiz.</p>	<p><b>Important Events/Moments:</b> N/A  <b>Culminating Task:</b> Students will describe themselves and someone else.</p>	<p><b>Important Events/Moments:</b> N/A  <b>Culminating Task:</b> Students will take quizzes and create and give a weather report in French. Students will also give an oral presentation of their past times and will send their recordings to French students. Lastly, they will be assessed their ability to read and understand an authentic French magazine.</p>
<b>Art</b>	<p><b>Topic(s):</b> Illuminated manuscripts-- Students will explore how the very first books were produced and how elaborately detailed the illustrations were. We are creating a letter with a theme and using illustrations that fit the space, form a border and convey the ideas of the artist.  <b>Key people:</b> Medieval scribes and artists  <b>Key Vocab:</b> Typography, filigree, overlap, detail, floral, illustrate  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Students will create their own books based on skills learned in class.</p> <p><b>Topic(s):</b> How Artists Interpret the Environment, Lesson-- Landscape Painting. Students will draw and paint a landscape that includes a background and a foreground.  <b>Key people:</b> Seurat, Homer, Wyeth  <b>Key Vocab:</b> foreground, background, proportion  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Students will be assessed through warm ups, class discussions, artwork, and a final written test on key information for the lessons.</p>	<p><b>Topic(s):</b> Students will work with three dimensional mask design. As an extension of our 2-D mask design, 7th graders are creating a wearable mask from paper maché that is a stylization of an animal form. We will add colors and symmetrical patterns.  <b>Key people:</b> Celts, African tribesman, Northwest Pacific native Americans  <b>Key Vocab:</b> Form, function, balance, symmetry  <b>Important Events/Moments:</b> Cultural and ceremonial uses of the masks will be discussed.  <b>Assessment(s):</b> Students will create cultural and ceremonial masks.</p> <p><b>Topic(s):</b> Celebrations--Chinese New Year Dragons. Students will be painting their designs for the dragon body and head. Students will also be tested on their knowledge of the history of the Chinese New Year Dragons.  <b>Key people:</b> N/A  <b>Key Vocab:</b> Chinese New Year, lunar calendar, winter solstice, stencil  <b>Important Events/Moments:</b> Chinese New Year  <b>Assessment(s):</b> Students will be assessed through warm ups, class discussions, artwork, and a final written test on key information for the lessons.</p>	<p><b>Topic(s):</b> Tessellations--Students are working with the translation method of creating tessellations and a pattern piece is being made that the students then have to turn into an interesting repeating design.  <b>Key people:</b> M.C. Escher  <b>Key Vocab:</b> Pattern, alternating, contrast  <b>Important Events/Moments:</b> M.C. Escher combining mathematics with art to create exact and proportional patterns.  <b>Assessment(s):</b> Students will design a project using the tessellations format that they have learned in class.</p> <p><b>Topic(s):</b> How Artists Interpret the Environment-- Landscape Painting. Students will draw and paint a landscape that includes a background and a foreground.  <b>Key people:</b> Matisse and Picasso  <b>Key Vocab:</b> Haiku, syllables, proportion, warp, weft, loom  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Students will be assessed through warm ups, class discussions, artwork, and a final written test on key information for the lessons.</p>
<b>Career and Technical Education</b>	<p><b>Computer Skills and Applications I</b>  <b>Topics:</b> Document formatting, bound and unbound reports.  <b>Key people:</b> President George Washington and the first census count of 1790.  <b>Key vocab:</b> Formatting; line spacing; paragraphs; gridlines; plot area; x-axis; y-axis; data series; citations and sources.  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Students will be assessed on Document processing online assessments and classroom discussion.</p> <p><b>Careers</b>  <b>Topics:</b> Resume writing techniques, job search techniques, and developing interview skills</p>	<p><b>Computer Skills and Applications I</b>  <b>Topics:</b> Document Formatting bound and unbound reports.  <b>Key people:</b> President George Washington and the first census count of 1790.  <b>Key vocab:</b> Formatting; Line spacing; paragraphs; gridlines; plot area; x-axis; y-axis; data series; citations and sources.  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Document processing; online assessments; and classroom discussion.</p> <p><b>Computer Skills and Applications II</b>  <b>Topics:</b> Database; Spreadsheets; Input</p>	<p><b>Computer Skills and Applications II</b>  <b>Topics:</b> Database; Spreadsheets; Input Mask; Pivot Tables; Charts and Graphs  <b>Key people:</b> N/A  <b>Key vocab:</b> Formatting; Line spacing; paragraphs; gridlines; plot area; x-axis; y-axis; data series; citations and sources.  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Document processing; online assessments; and classroom discussion.</p> <p><b>Entrepreneurship, Business, and Marketing Education</b>  <b>Topics:</b> Economic Systems  <b>Key people:</b> N/A</p>



	<p><b>Key people:</b> Dr. Holland  <b>Key vocab:</b> Same as <i>Topics</i>  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Students will be assessed on document processing; online assessments; and classroom discussion.</p>	<p>Mask; Pivot Tables; Charts and Graphs  <b>Key people:</b> N/A  <b>Key vocab:</b> Same as <i>Topics</i>.  <b>Important Events/Moments:</b> N/A  <b>Assessment(s):</b> Students will be assessed on document processing; online assessments; and classroom discussion.</p> <p><b><u>Entrepreneurship, Business, and Marketing Education</u></b>  <b>Topics:</b> Economics and economic systems, comparisons of the US and Global Economies; supply and demand  <b>Key people:</b> Various government agencies and officials  <b>Key vocab:</b> Economics, economy, supply, demand, competition, resources, scarcity, free-market, globalization  <b>Important Events/Moments:</b> civil rights and family  <b>Assessment(s):</b> Students will be assessed via computer-based assignments, research, and topical projects that connect themes and terminology.</p>	<p><b>Key vocab:</b> Resources, production, scarcity, economic systems, market economy, free-enterprise, traditional economy, command economy, mixed economy  <b>Important Events/Moments:</b> Various economic shifts, both domestic and international  <b>Assessment(s):</b> Students will be assessed on document processing; online assessments; and classroom discussion.</p>
<b>Orchestra</b>	<p><b>Topic(s):</b> Minor scales, holiday music  <b>Key people:</b> Mahler, Mozart, Brahms  <b>Key Vocab:</b> Legato, arco, pizzicato, col legno, glissando,  <b>Important Events/Moments:</b> Winter holidays  <b>Assessment(s):</b> Students will be assessed using rubrics for individual performance assessment; informal assessments; and formative assessments (multiple choice, matching, categorizing activities).</p>	<p><b>Topic(s):</b> Minor scales, holiday music  <b>Key people:</b> Mahler, Mozart, Brahms  <b>Key Vocab:</b> Legato, arco, pizzicato, col legno, glissando,  <b>Important Events/Moments:</b> Winter holidays  <b>Assessment(s):</b> Students will be assessed using rubrics for individual performance assessment; informal assessments; and formative assessments (multiple choice, matching, categorizing activities).</p>	<p><b>Topic(s):</b> Minor scales, holiday music  <b>Key people:</b> Mahler, Mozart, Brahms  <b>Key Vocab:</b> Legato, arco, pizzicato, col legno, glissando,  <b>Important Events/Moments:</b> Winter holidays  <b>Assessment(s):</b> Students will be assessed using rubrics for individual performance assessment; informal assessments; and formative assessments (multiple choice, matching, categorizing activities).</p>
<b>Band</b>	<p><b>Topics:</b> Winter concert preparations, cut time, syncopation, 8th notes  <b>Key people:</b> N/A  <b>Key vocab:</b> Articulation, dynamics, pitch, rhythm, key signature, time signature  <b>Important Events/ Moments:</b> Significance of music during the holidays  <b>Assessment(s):</b> Students will take their SmartMusic assessment.</p>	<p><b>Topics:</b> Winter concert preparations, cut time, syncopation, 8th notes  <b>Key people:</b> N/A  <b>Key vocab:</b> Articulation, dynamics, pitch, rhythm, key signature, time signature  <b>Important Events/Moments:</b> Significance of music during the holidays  <b>Assessment(s):</b> Students will take their SmartMusic assessment.</p>	<p><b>Topics:</b> Winter concert preparations, cut time, syncopation, 8th notes  <b>Key people:</b> N/A  <b>Key vocab:</b> Articulation, dynamics, pitch, rhythm, key signature, time signature  <b>Important Events/Moments:</b> Significance of music during the holidays  <b>Assessment(s):</b> Students will take their SmartMusic assessment.</p>
<b>Drama</b>	<p><b><u>Beginning Drama</u></b>  <b>Topics:</b> Parts of the stage, basic drama vocabulary, improvisation, and ensemble building  <b>Key people:</b> N/A  <b>Key vocab:</b> upstage, downstage, stage left, stage right, objective, obstacle, tactics, stakes</p>	<p><b><u>Beginning Drama</u></b>  <b>Topics:</b> Shakespeare's, <i>Midsummer Night's Dream</i>  <b>Key people:</b> N/A  <b>Key vocab:</b> upstage, downstage, stage left, stage right, objective, obstacle, tactics, stakes  <b>Important Events/Moments:</b> N/A</p>	<p><b><u>Honors Drama</u></b>  <b>Topics:</b> Rehearsal for the 8<sup>th</sup> grade play.  <b>Key people:</b> N/A  <b>Key vocab:</b> upstage, downstage, stage left, stage right, objective, obstacle, tactics, stakes  <b>Important Events/Moments:</b> N/A</p>

**Important Events/Moments:** N/A  
**Assessment(s):** Students will be assessed via warm-up activities, and teacher, self and peer evaluation. Students will also be assessed via written test(s) and performances.

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***Intermediate Drama***

**Topics:** Scene work, characterization, basic blocking, objectives, and partner work

**Key people:** Shakespeare

**Key vocab:** iambic pentameter, prose

**Important Events/Moments:** N/A

**Assessment(s):** Students will perform scene work and be assessed on a test.

**Assessment(s):** Students will be assessed via warm-up activities, and teacher, self and peer evaluation. Students will also be assessed via written test(s) and performances.