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ABSTRACT

As a result of the emphasis on accountability in education, the faculty of Colonel E. Brooke Lee Junior High School wrote basic and advanced instructional objectives for each course in the curriculum. This publication lists these performance objectives for each subject at grade 8. The purpose of such a system is to give parents and students an understanding of the procedures and methods used at this school in implementing this Montgomery County Board of Education policy regarding evaluating and reporting student progress. The form used to report student progress to parents is included in the appendix. (RC)

COLONEL E. BROOKE LEE JUNIOR HIGH SCHOOL

Montgomery County Public Schools, Maryland

EVALUATING AND REPORTING STUDENT PROGRESS

Grade Eight

Working Copy
Prepared by Lee Junior High School and
Field Service Division of the
Department of Pupil & Program Appraisal
August 1973

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GRADE EIGHT

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INTRODUCTION

The purpose of the information included in this brochure is to give parents and students an understanding of the procedures and methods used at this school in implementing the Montgomery County Board of Education policy regarding Evaluating and Reporting Student Progress.

During the 1971-72 school year, the faculty of Colonel E. Brooke Lee Junior High School -- as a result of the emphasis on accountability in education -- began to work on the creation of instructional objectives for each course, working within the MCPS curriculum framework. As a result of faculty, administration, and the Department of Pupil and Program Appraisal field services division involvement in this activity, lists of objectives for the various offerings were developed. In addition, some assessment measures and several systematic record-keeping techniques were set up.

The following year (1972-73) the project moved toward refining the objectives, designating those objectives which were considered basic and those which were considered advanced, setting up assessment measures for all the objectives, and keying these measures to the appropriate objectives. The record-keeping systems were refined and augmented, enabling each student to get feedback on his attainment of objectives. The foundation established through setting up the objectives, assessment measures, and student progress profiles provided the basis for reporting student progress to parents.

During the 1973-74 school year, Colonel E. Brooke Lee Junior High School has been given permission to use an alternate form in reporting student progress to parents. This form is based on the following educational philosophy:

1. There are certain skills and concepts which are basic to a content area or learning segment.
2. Each child should have an opportunity for enrichment activities.
3. The student should know what is expected of him.
4. The student should be informed of his progress as he moves toward attainment of objectives.
5. The parent should be informed as to whether or not the student is both attaining the basic objectives and gaining enrichment.

This brochure contains the basic and advanced objectives which have been developed at this point in time. Since each year's students vary as to their needs and interests, it is possible that a few additions, deletions, or modifications of these lists may be required during the next school year.

Some parents have expressed an interest in converting the information which will appear on the report form to a traditional letter grade; therefore, a conversion factor is included for this purpose.

CONVERSION FACTOR BASED ON STUDENT ATTAINMENT ON ASSESSMENT MEASURES ASSIGNED TO THE STUDENT

A - All basic objectives; plus more than half of the advanced objectives.

B - All basic objectives except one; plus up to half of the advanced objectives.

C - All basic objectives except one or two.

D - Attainment of fewer number of basic objectives than defined for a "C" grade.

E - Attainment of none of the objectives assigned to the student.

Thomas W. Lewis
Principal

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 1 THE SHORT STORY

Objectives

The student should be able to:

* 1. Define short story.
* 2. Define and identify setting, character, plot, theme, climax, rising action, falling action and conclusion.
* 3. Analyze two or more short stories through composition and discussion using the tool elements of the short story.
* 4. Spell, define and use specified new words from his short story reading.
* 5. Write a series of sentences using vivid verbs to create a sense of movement.
* 6. Describe a scene, with emphasis on selecting and maintaining an order of detail.
* 7. Write a description of a character, based on the methods by which an author develops a character in a short story; with emphasis on selecting specified details to support a general topic sentence.
8. Show an interest in the short story as a form of literature.

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 2 SENTENCE STRUCTURE

Objectives

The student will be able to:

* 1. Identify nouns in sentences.
* 2. Classify nouns as to whether they are common or proper, concrete or abstract, singular, plural or collective.
* 3. Identify personal, interrogative, and demonstrative pronouns.
* 4. Use a pronoun in agreement with its antecedent.
* 5. Use pronouns correctly so that the meaning of a sentence is clear.
* 6. Identify action and linking verbs and their helpers.
* 7. Use specified action and linking verbs and their helpers in sentences.
* 8. Identify sentences in the seven basic sentence patterns:
   a. N-V
   b. N_1-V-N_2
   c. N_1-LV-N
   d. N-LV-ADJ
   e. N_1-V-N_2-N
   f. N_1-V-N_2-N_2
   g. N_1-V-N_2-ADJ
9. Construct sentences in the seven basic sentence patterns.
*10. Identify fragment and run-on sentences.
*11. Eliminate fragment and run-on sentences.

GENERAL

The student will be able to:

* 1. Use correct manuscript form.
* 2. Avoid excessive spelling and punctuation mistakes.
* 3. Write in complete sentences.
4. Maintain the same verb tense (s) in a given composition assignment.
5. Use a variety of sentence structures in his writing.

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 3 BIOGRAPHY

Objectives

The student will be able to:

* 1. Define the terms biography and autobiography.
* 2. Distinguish between biography and autobiography as forms of literature.
* 3. Identify the steps of character development used by an author in a given biography.
* 4. Differentiate between authors' points of view in a biography and an autobiography.
* 5. Spell, define, and use specified new words from his biography reading.
* 6. Read a full-length biography as part of his in-class work, and analyze the character traits emphasized by the author.
* 7. Define the term summary.
* 8. Identify and use the steps involved in summarizing.
* 9. Using his notes, write summaries of four biographies, each technically better written than the one before.
*10. Write a personal anecdote, using a time sequence and using transition words and phrases.
11. Show an interest in biography as a form of literature.
12. Create a crossword puzzle to review the details of the class's required reading.
13. Write his autobiography or the biography of someone close to him.
14. Read a full-length biography or autobiography and summarize it.
15. Create some type of artwork to complement the biography reading.
16. Do your own thing!

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 4 CAPITALIZATION AND PUNCTUATION

Objectives:

The student will be able to:

*1. Use periods, question marks, and exclamation points correctly as follows:
   a. Use a period in end punctuation.
   b. Use a period after abbreviations and initials.
   c. Use a question mark after an interrogative sentence.
   d. Use an exclamation point after an exclamatory sentence.
   e. Use an exclamation point after a word or words showing strong feeling.

*2. Use a comma correctly:
   a. For clarity in reading.
   b. After words in a series.
   c. In the separation of dates.
   d. In the separation of addresses.
   e. In names when the last name is written first.
   f. After yes, no, and other introductory words.
   g. To set off oh, well, and other mild exclamations.

*3. Define, identify, and punctuate nouns of direct address.

*4. Define, identify, and punctuate appositives.

*5. Construct sentences using specified words as nouns of direct address and appositives.

*6. Punctuate direct quotations correctly as follows:
   a. Use a comma to set off direct quotations from the rest of the sentence.
   b. Use quotation marks to enclose the exact words of a speaker.
   c. Use quotation marks to set off the parts of a broken quotation.
   d. Use quotation marks to enclose conversation between two or more speakers.
   e. Capitalize the first word of a direct quotation within a sentence.
   f. Capitalize the second word of a direct quotation only if it begins a new sentence.

*7. Write a multi-paragraph narration to reveal character through dialogue with emphasis on punctuating and paragraphing conversation.

*8. Use a colon correctly:
   a. Between figures indicating time.
   b. To introduce a list of items, or after the words following or as follows.

*9. Use a hyphen correctly:
   a. To divide words at the end of a line.
   b. To form compound words.
   c. To form compound numerals when they are written as words.

*10. Use underlining and quotation marks correctly with titles as follows:
   a. Underline the titles of books, magazines, and newspapers.
   b. Use quotation marks around the titles of shorter works such as short stories, poems, songs and magazine articles.

*11. Use an apostrophe correctly:
   a. To form a contraction.
   b. To show the possession of singular and plural nouns.
   c. To form the plurals of letters, numbers, and symbols.

*12. Capitalize letters when necessary as follows:
   a. With proper nouns.
   b. With a title used as part of a person's name.
   c. With the days of the week and the months of the year, but not the seasons.
   d. With special days.
   e. With peoples and races.
   f. With geographical names and places.
   g. With initials.
   h. With the titles of books, stories, and poems.
   i. To begin a sentence.
   j. With all names referring to the Deity.
   k. With the names of businesses and organizations.
   l. With political parties and religions.
   m. With documents, historical events, and periods.
   n. With the names of subjects derived from proper nouns.
   o. With the names of relatives when they are used as titles or when tney stand alone.

13. Exhibit an interest in capitalization and punctuation and their uses.

GENERAL

The student will be able to:

*1. Use correct manuscript form.
*2. Avoid excessive spelling and punctuation mistakes.
*3. Write in complete sentences.
 4. Maintain the same verb tense(s) in a given composition assignment.
 5. Use a variety of sentence structures in his writing.

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 5 AMERICAN FOLKLORE

Objectives

The student will be able to:

* 1. Identify the various types of folklore.
* 2. Categorize folklore according to its type.
* 3. Distinguish between folklore and fakelore.
* 4. Cite examples of the various types of folklore found in the Northeast.
* 5. Identify the forms of folklore which developed in the Northeast and explain why those particular forms developed there.
* 6. Generalize as to the life style, cultural patterns, and type of folklore found in the Northeast.
* 7. Cite examples of the various types of folklore found in the South.
* 8. Identify the forms of folklore which developed in the South and explain why those particular forms developed there.
* 9. Generalize as to the life style, cultural patterns, and type of folklore found in the South.
*10. Cite example of the various types of folklore found in the Mississippi River Valley.
*11. Identify the forms of folklore which developed in the Mississippi River Valley and explain why those particular forms developed there.
*12. Generalize as the life style, cultural patterns, and type of folklore found in the Mississippi River Valley.
*13. Cite example of the various types of folklore found in the West.
*14. Identify the types of folklore which developed in the West and explain why those particular forms developed there.
*15. Generalize as the life style, cultural patterns, and the type of folklore found in the West.
*16. Contrast fictional characters in folklore with their "true -life" counterparts.
*17. Describe and analyze the characteristics of a folk hero.
*18. Identify and use the steps involved in answering an essay question.
*19. Create a folktale that reproduces the characteristics of a specified type of folklore.
*20. Use correct bibliography form for books, reference materials, magazines, pamphlets, and personal interviews.
 21. Show an interest in folklore as a form of literature.
 22. Create a collection, some artwork, a game, or a skit which emphasizes one particular part of folklore or deals with a particular hero, ethnic group, or area of American folklore.

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 6 MODIFIERS

Objectives

The student will be able to:

* 1. Define the terms modifier, adjective and adverb.
* 2. Identify one-word adjectives in sentences.
* 3. Identify one-word adjectives after linking verbs.
* 4. Identify one-word adverbs in sentences.
5. Construct sentences using specified adjectives and adverbs.
* 6. Define the terms preposition and prepositional phrases.
* 7. Identify prepositional phrases in sentences.
* 8. Distinguish between adjective and adverb phrases in sentences.
9. Construct sentences using specified prepositions in prepositional phrases.
10. Define the term clause.
* 11. Define clauses in sentences.
* 12. Develop vivid impressions of action using adverbs and adverb phrases.
* 13. Express action in different ways by shifting phrases within a sentence for variety and emphasis.

GENERAL

The student will be able to:

* 1. Use correct manuscript form.
* 2. Eliminate excessive spelling and punctuation errors.
* 3. Write in complete sentences.
4. Maintain the same verb tenses throughout a given composition assignment.
5. Use a variety of sentence structures throughout a given composition assignment.

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 7 "IT'S YOUR TOWN, CHARLEY BROWN"

Eighth Grade Interdisciplinary Unit

Objectives

The student will be able to:

1. Write a letter of inquiry in correct business letter form.

   The letter will
   - *a. Be brief and to the point, and will include all necessary information.
   - *b. Include a heading, the inside address, the salutation, the body of the letter, and the closing and signature.
   - *c. Be correctly folded.
   - *d. Have a correctly addressed "envelope."
   - *e. Be correctly punctuated.

2. Distinguish between fact and opinion by supporting a statement of opinion with a specified number of facts.

   The student will
   - *a. Make a statement of opinion
   - *b. Support that opinion with three statements of fact.
   - c. Support that opinion with five statements of fact.
   - *d. Eliminate excessive spelling and punctuation errors.
   - *e. Write in complete sentences.

3. Use correct bibliography form for books, reference materials, magazines, pamphlets, and personal interviews.

   For each type of source, the student will
   - *a. Put the required information in the correct order.
   - *b. Punctuate the information correctly (commas, periods, quotation marks, and underlining.
   - *c. Write the first line of an entry even with the left-hand margin but indent all other lines of the entry.
   - *d. Alphabetize a list of entries in a single bibliography according to the first word in each entry.

*4. Use correct manuscript form.

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ENGLISH

UNIT 8 THE JUNIOR NOVEL

Objectives

After reading one junior novel, as part of a class study, the student will be able to:

*1. Recall facts.
*2. Identify main ideas.
*3. Explain terms necessary for understanding the novel.
*4. Describe specified characters or scenes.
*5. Spell new vocabulary words and write definitions for new vocabulary words.
*6. Analyze characterizations presented in the novel.
7. Do research or create a skit, art project, or game on some interest generated through reading the novel.

After reading a second junior novel as part of an independent study project, the student will be able to:

*8. Recall facts.
*9. Identify main ideas.
*10. Explain terms necessary for understanding the novel.
*11. Describe specified characters or scenes.
*12. Spell new vocabulary words and write definitions for new vocabulary words.
*13. Analyze characterizations presented in the novel.
14. Do research or create a skit, art project, or game on some interest generated through reading the novel.
*15. Use correct manuscript form.

* Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE GEOGRAPHY

CHINA

OBJECTIVES

The student will be able to:

1. compile a notebook of daily objectives, notes, assignments, and activities in a neat chronological order. This objective sheet will be page 1 of notebook.

2. analyze an overview of the Asian Cultural Region (and answer comprehension questions).

3. identify what, where, and how big China is.

4. define physical features which have been determining factors in the development of China.

5. identify physical-political features of China following specific directions in constructing a map.

6. name the 5 climates of China, identify their characteristics, and explain the climate controls for each one.

7. construct a climate overlay for the previously made physical-political map: (a) construct 4 climagraphs, (b) determine the climate type for each climagraph, and (c) explain the climate controls for each climate.

8. locate information in an atlas relative to "what people do" and "where people live".

9. construct a map showing : (1) the arable land of China and (2) the nonarable land of China.

10. relate China's population distribution to (1) landform, (2) climate, and (3) agricultural activity.

11. organize the steps of rice-growing in sequential form.

12. identify the characteristics of the 3 regions of China.

13. identify important facts, people, and events related to Chinese history.

14. construct a time line of China's history (using the information found in textbook).

15. identify and explain the "basic units of society" of China in the past and in the present.

16. cite the steps the Communist Chinese have taken and are taking to increase food production.

17. identify the 6 requirements necessary for industrialization and then identify those which China has and those which she does not have.

ADVANCED:

The student will be able to

1. identify (a) climatic and soil requirements: (b) primary uses; (c) production areas; and (d) planting, cultivation, and harvesting procedures for 6 important agricultural crops of China.

2. cite information about China's 2 main rivers (in a report form).

3. make an illustration of the geography of the 3 regions of China (by constructing a collage highlighting Western China with brown colors, North China with yellow colors, and South China with green colors).

4. prepare a skit for presentation that will dramatize the schools and the way people get an education in Old China and the schools and the way people get an education in China today.

5. do research on one of the following minority ethnic groups in China -- Mongols, Uigurs, Tibetans, Miao-Yso, Chuang, Yi or Puyi -- and present it in a creative way.

6. describe (a) Marco Polo's route to China, (b) what he found impressive when he got there, (c) trading items he brought with him from Europe, and (d) trading items from China he brought back with him to Europe.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE GEOGRAPHY

JAPAN

OBJECTIVES

BASIC:

The student will be able to:

1. describe the topography, location, climate and people of Japan.
2. describe Japan's historical setting prior to her modernization period.
3. describe Japanese life in the mid-1800's.
4. describe several ways modern Japan is similar to and different from the Japan in the 1800's.
5. explain some changes that took place in education during the period of modernization.
6. explain some changes that took place in agriculture during the period of modernization.
7. explain some changes that took place in manufacturing during the period of modernization.

ADVANCED:

The student will be able to:

1. define these words that appear in the article, "Harvesting The Sea - By Science": edible, progen y, breeding, pioneer, indefatigable, antiquated, patrimony.
2. draw an illustrated time line and title it "Food-Providing Procedures on Land and Sea". Use the format as shown here:

Title			
	Before	Today	Future
Land (prior to 5000 years ago)			
Sea			

Illustrate each section of the time line and write a caption for each illustration explaining the "food-providing procedures for that time and in that place".

3. a. Make a list of the natural resources that Japan does NOT have.
   b. Write an essary on this topic - "Japan's greatest natural resource - the Sea". (Include as many reasons as you can think of to show that the sea is valuable to Japan and compensates for the lack of each of the natural resources that you listed in part A).

4. The Ainu are a minority group in Japan:
do research to find facts about this group of people and present the facts in an attractive, easy to understand, interesting way that you have created yourself (Report may or may not be in textual form).

5. Compile a booklet of advertisements of Japanese products for sale here in the U. S.: (These advertisements can be found in newspapers and magazines).
   a. Categorize these advertisements into groups of common types of products. Example - all motorized vehicles can be grouped together like cars, mini-bikes, etc.
   b. Separate your booklet into sections using a tabulated divider.
   c. Do research to find out what the U. S. sells to Japan. List these items in a separate section of your booklet.
   d. Do research to find out what the balance-of-trade is between the U. S. and Japan; then draw a graph to illustrate this and include this in a separate section of your booklet.

6. Compile a picture study in which you compare Japan to Britain with respect to the following topics:
   a. location
   b. climate
   c. landform
   d. type of agricultural activity carried on
   e. kinds of food they eat
   f. educational level of people
   g. what the economy of the nation is based on
   h. types of goods exported and imported
   i. balance of trade (type of)
   j. when the Industrial Revolution took place in the country

   Place pictures (one for Britain and one for Japan) to illustrate each category side by side and write a short caption for each one. (You will note that Japan and Britain are alike in some respects and different in some respects.) In the captions you write for your pictures, be sure to bring out the similarities and differences.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE GEOGRAPHY

INDIA

OBJECTIVES

BASIC

The student will be able to:

1. compile a notebook of daily objectives, notes, assignments, and activities in a chronological order.
2. identify the physical features which influenced the settlement and development of the subcontinent.
3. construct an outline map showing the 4 barriers to the subcontinent.
4. construct a physical-political map of the subcontinent by following specific instructions.
5. define monsoons and explain the factors which cause monsoons.
6. complete the Monsoon Diagram Exercise.
7. construct a "Cause and Effect Time Line" of India's three invasions.
8. identify important people and groups of people in India's history and explain their contribution to India's cultural development.
9. identify important events and places in India's history and explain their contribution to India's cultural development.
10. Identify the basic differences between Hinduism and Islam.
11. Explain how and why the subcontinent was partitioned.
12. identify problems created by the partitioning of the subcontinent in 1947.
13. describe Indian village life in the medium of your choice. (Illustrated form, prose, or poetry, model, etc.).
14. identify physical and cultural features of the subcontinent.
15. explain the factors that can help and those that can hinder India's ability to solve her food problem.
16. Identify the 6 requirements necessary for industrialization and identify those that India has and those that India does not have.

A. The Monsoons of Asia

1. The student will explain the physical features and wind patterns that cause the particular precipitation pattern at 4 Monsoon Asia stations.

   a. Construct a climagraph for each of the following 4 stations in Monsoon Asia:

      Bombay, India
      Djakarta, Indonesia
      Singapore
      Canton, China

   b. Draw an outline map of the Asian part of Eurasia. (Map should include the islands that lie off the coast of Monsoon Asia.)

      1. Use a mountain symbol (^) and locate and label the following:
         a. West Ghats
         b. East Ghats
         c. Himalayas and Plateau of Tibet
         d. Mountains of the Island of Java
         e. Mountains on the Malay Peninsula
      2. Use a hills symbol (⌒) and locate and label the South China Hill Country.
      3. Shade in all water areas in light blue.
      4. Locate and label the 4 stations.
      5. With green arrows indicate the direction the summer monsoons are blowing.
      6. With red arrows indicate the direction the winter monsoons are blowing.

   c. Draw 2 cross-section diagrams for each station and surrounding area.

      1. Show water areas and land areas on each diagram. Land areas should show elevation characteristics.
      2. One diagram should be labeled Summer Monsoon and on this diagram show the wind directions of the Summer Monsoons with green arrows. If precipitation is taking place indicate where it is taking place.
      3. The other diagram should be labeled Winter Monsoon. On this diagram show the wind direction of the Winter Monsoon with red arrows. If precipitation is taking place indicate where it is taking place.

   d. Write a caption for each diagram explaining WHY the wind and precipitation pattern is the way it is.

   e. Write a poem or jingle expressing some characteristics of monsoons. (You might want to show why farmers depend on them, their undependability, the flooding or drought they bring, etc.)

B. Languages of the Subcontinent

1. The student will research the languages of the Subcontinent:
   a. Construct a language map of the subcontinent showing the location of the various languages of the subcontinent. You may use your physical-political map of the subcontinent to construct an outline base. There should be approximately 25 different languages on your map.
   b. Show international boundaries on your map also.
   c. Make an overlay to this language map to show the location of the languages that belong to the Indo-European and Dravidian groups.
   d. Research and find out how many people speak the various languages. You may not find out information on all the languages but you should be able to find it for most of them. Present this information in chart form.
   e. Give examples of words from as many languages as you can. Tell what they mean in English. Present this information in chart form, also.
   f. List five English words that you use frequently that have been derived from a language of the subcontinent.
   g. Research and find out what Sanskrit is and what contribution it made to the subcontinent.
   h. Construct a language map of China. Comment on the difference or the similarities between the two. Comment about the ability of the government of China and India to communicate to their people.
   i. Draw a cartoon about the language situation in the subcontinent.

C. Creative Topical Report

1. The student will present data on a specific topic, relevant to the subcontinent in a creative way. (Do research and find at least 6 important facts about <u>one</u> of the following topics and present it in a <u>creative</u> way.
   1. Brahman cattle
   2. Jute
   3. Taj Mahal
   4. Indian elephant

   Your creative medium for presenting this material is as important as the facts themselves.

D. Products of the Subcontinent Map

1. The student will construct a products map showing the location and type of product produced in the subcontinent:
   a. Construct an outline map of the subcontinent showing the various nations that make up the subcontinent.
   b. On the map locate and label the following areas
      1. Himalaya Mountains
      2. Indo-Gangetic Plain
      3. Deccan Plateau
      4. Coromandel Plain
      5. Malabar Coast Plain
      6. Thar Desert
      7. Hindu Kush Mountains
   c. Locate and label the Indus, Ganges and Brahmaputra Rivers.
   d. Locate on your map the areas that produce various products (agricultural, mineral, and/or manufactured) by placing in that place <u>THE ACTUAL PRODUCT</u>. Pictures and diagrams of the products will not be accepted.

E. Biographical Time-Line

1. The student will construct a time-line of the life of Mohandas K. Gandhi:
   a. Construct a time-line of this man's life from the day he was born to the day he died.
   b. On this time-line highlight the ways Gandhi "fought" for what he believed in.
   c. Illustrate the time-line.

2. Write a one page essay explaining the following:
   When independence was won for India and everyone was celebrating, Gandhi was reported to have said "Why all this rejoicing? I see only rivers of blood." What did Gandhi mean by this?

F. Cotton Cloth of India

1. The student will do research on the cotton cloth of India in order to:
   a. Define and describe the characteristics of the following:
      1. calico
      2. chintz
      3. madras
      4. muslin
   b. Supply an example of each type of fabric.
   c. Construct a map showing locations where these 4 fabrics were first made and the cotton growing area of India.

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EIGHTH GRADE GEOGRAPHY

BRITAIN

OBJECTIVES

BASIC

The student will be able to:

1. compile a notebook of daily objectives, notes, assignments, and activities in a chronological order.
2. identify and differentiate between physical and political (cultural) terms associated with Britain.
3. identify 5 physical factors that have influenced the development of Britain.
4. explain HOW the above 5 physical features have influenced the development of Britain.
5. identify the people who settled the British Isles and explain how they influenced the English language.
6. determine the derivation of some selected words in the English language by consulting a dictionary.
7. complete a map-reading puzzle designed to indicate how food deficient Britain attains her additional food.
8. define the Industrial Revolution and identify relevant facts associated with it.
9. construct a cross-word puzzle using words associated with the Industrial Revolution and their definitions as clues.
10. explain the impact the Industrial Revolution had on Britain (both good and bad).
11. identify the factors of colonialism and explain their relationship to each other.
12. define balance-of-trade and determine (through an Atlas exercise) what kind of balance-of-trade Britain has and what the composition of her trade is.
13. list factors which have contributed to Britain's economic problems.
14. identify relevant facts and events that have been the basis for the problems in Northern Ireland.

ADVANCED

The student will be able to:

1. do research on the 7 machines listed below in order to:
   a. Explain what each of these machines did.
   b. Find out who invented them and when they were invented.
   c. Make a time-line showing the date each machine was invented so you can see the correlation between them. (On your time-line show an illustration of each of these machines.)
   d. Explain how each one of these machines led to the need for inventing the next machine.

MACHINES: spinning jenny, flying shuttle, spinning mule, cotton gin, power loom, water frame, steam engine (the one used for supplying power for the factories)

2. Make an "Atlas" of the British Isles:

   Construct the following maps for your atlas using a variety of colors and symbols for your maps:
   a. Physical Map. (Locate and label all major landforms and water features of the British Isles.)
   b. Climate Map.
   c. Agricultural Landuse Map. (Show the major agricultural areas and the products of the areas.)
   d. Map of Major Mineral Resources. (Show the major industrial areas on this map also.)
   e. Population Density Map. (Include the location and names of major cities.)
   f. Map of Major Transportation Routes.

Note:
Organize your atlas into a booklet and include a table of contents in the booklet.

3. The following terms have a particular association with Scotland:
   a. Write a clear and concise definition for each term.
   b. Make a cross-word puzzle using a picture that illustrates the word well as its clue.

   Terms are: moor, glen, firth, bog, peat, loch, heather, kilt, clan, estuary.

4. Empire to Commonwealth:
   a. Construct a map showing the areas of the world that were part of the British Empire as it existed in 1900.
   b. Construct a map showing the countries of the world that belong to the Commonwealth of Nations today.
   c. List the Commonwealth Nations and give their dates of independence and the name of the country they were a colony of before independence.

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EIGHTH GRADE GEOGRAPHY

ANGLO-AMERICA

OBJECTIVES

BASIC

The student will be able to:

1. define all words on vocabulary board and give examples when necessary.
2. make and then use maps to find information, to compare patterns, and to find facts to support their explanation, such as
   a. agriculture map
   b. 20" rainfall line map
   c. swamps - marshes map
   d. irrigated farmlands map
   e. growing season map.
   f. specific crop areas map
3. name and locate climates of U. S.
4. describe and explain climate pattern of U. S.
5. locate 20" rainfall line and explain its significance.
6. graph farming statistics and explain what has been shown by the graph.
7. explain changes in agriculture in U. S. since 1900.
8. describe kinds of farmers in U. S. and special problems of each.
9. compare U. S. business farming to subsistence farming.
10. explain general farm problems and techniques used to solve the problems.
11. explain how rainfall affects agricultural regions.
12. explain how frost and growing season affect agriculture.
13. describe and explain general aspects (example - location, growing needs, and special problems) of various crops in U. S: corn, wheat cotton, fruits and vegetables, and cattle.
14. locate and describe various agricultural regions of U. S. and explain the pattern.
15. explain why American farming has become specialized in certain regions which are very dependent on each other.
16. organize a notebook containing all work from this unit.
17. complete selected assignments.

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EIGHTH GRADE GEOGRAPHY

A. INTRODUCTION - IMMIGRATION

OBJECTIVES

BASIC

1. Research and identify basic facts about the U. S. and Maryland. (ex., size, location, population)
2. define the words and concepts listed on the vocabulary board.
3. list and explain similarities and difference between U. S. and Canada.
4. locate and label the landforms of Anglo-America.
5. describe and explain landform patterns.
6. locate and label the climates of Anglo-America.
7. describe and explain climate patterns.
8. locate and label the population pattern of U. S.
9. describe and explain the population pattern.
10. describe and explain the immigration patterns to the U. S. from 1500 to 1972 in the following areas:
    a. naming various groups of immigrants.
    b. general time periods of immigration.
    c. reasons for immigration by specific groups.
    d. where groups of immigrants settled in U. S.
    e. what groups of immigrants added to the "American Culture" of today.
11. describe and explain the problems shared by most immigrants arriving in U. S., especially before 1940, and then explain ways they solved some of their cultural problems.

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EIGHTH GRADE GEOGRAPHY

B. CITIES AND POPULATION

OBJECTIVES

BASIC

1. define all words and concepts from vocabulary board and give examples where needed.
2. describe when, how, and why the first cities of the world developed and explain how these cities changed people's ways of living.
3. a. list reasons for cities being built in specific places, (b) explain those reasons, and (c) name cities as examples.
4. a. explain why a city must change or add to its functions in order to grow and (b) name cities which have many functions.
5. locate cities in new areas and defend the choice with facts. (objects 2, 3, & 4.)
6. list and explain the 3 reasons for population increases in the U. S.
7. list and explain the three population movements in the U. S. and give examples.
8. locate and label areas of dense and sparse population in the U. S.
9. describe and give reasons for the present population pattern of the U. S.
10. a. construct a graph using population statistics, (b) summarize trends shown, and (c) estimate future changes.
11. locate and name the five largest super cities of the U. S. and explain the importance of these cities to the future of the U. S.
12. draw an advertisement to "sell" a city to new businessmen, industries, or homeowners.
13. list advantages and disadvantages of the city and explain them.
14. describe solutions to problems in cities.
15. define trade area and show how it affects people.
16. explain where he lives in terms of definitions and concepts discussed in class. (ex. urban or rural).
17. organize a notebook containing all work for the unit.
18. complete specified assignments.

ADVANCED

The student will be able to:

1. construct a time line to show immigration to U. S.
2. do a research report on one specific landform of U. S.
3. do research and report on the lives of 30 famous immigrants.
4. prepare an oral report on Indian reservations, Indian Problems Today, Statue of Liberty, or Ellis Island.
5. do research and poster presentation on trails, parkways, and transportation of early America.
6. explain the cultural groups which make up population of Hawaii.
7. do research on 2 specific immigrant groups which came to U. S. after 1850.

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EIGHTH GRADE GEOGRAPHY

WESTERN EUROPE, EASTERN EUROPE, and THE SOVIET UNION

INTRODUCTION

OBJECTIVES

Upon completion of the prescribed exercises designed to lead the student through the subject matter, the student should be able to:

*1. state the location of the Western Europe - Eastern Europe region in terms of latitude and longitude and in terms of relative locatio

*2. identify and explain Eurasia as one continent with two major cultural groups.

*3. compare the location of the United States with location of Western and Eastern Europe and the USSR.

4. make a prediction about what similarities and differences exist between the United States and the Region of Western Europe and Eastern Europe.

*5. identify the landform of the Region.

*6. identify the water bodies and rivers.

7. analyze the location of rivers and bodies of water in relation to landforms and predict how man might make use of the situation.

*8. identify and describe the climates of this vast area.

*9. identify and describe the zones of natural vegetation of this vast region.

*10. identify and describe the soils of this vast region.

11. explain the relationship between climate, natural vegetation and soils and state what advantages or disadvantages exist in 3 selected specified areas.

*12. identify and describe the characteristics of natural wildlife found in Western Europe, Eastern Europe and the USSR.

*13. locate and identify the major deposits of natural resources.

14. analyze the previously developed information and develop a conclusion about how man might make use of this vast area.

* An asterisk indicates a basic objective

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EIGHTH GRADE GEOGRAPHY

WESTERN EUROPE

OBJECTIVES

The student should be able to:

*1. trace the changes in boundaries from the Creek Civilization to the present. The student will also construct a time line indicating major events occuring with these boundary changes.

*2. identify and locate the regions of the various cultural groups of Europe.

*3. identify and describe the ways Europeans have made use of their maritime environment.

4. research and analyze the development of water transportation in Europe.

*5. differentiate between the varying types of agriculture found in Western Europe.

*6. compare different uses of land in Western Europe using a variety of case studies.

7. analyze one use of land in terms of the concept "Man changes the environment to suit his needs."

*8. define the "Industrial Revolution" and identify relevant facts associated with it.

*9. define the following terms and explain their importance to the development of European civilization:
Gross National Product, foreign trade, imports, exports, balance of trade, and tariffs.

*10. identify the relevant facts and events in the development of the European Economic Community.

11. given the present situation of the Eastern European Culture, the student will research and predict future growth or direction of unification in Europe.

*12. compare and contrast the standard of living in the three sub-regions of Western Europe.

* An asterisk indicates a basic objective.

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EIGHTH GRADE GEOGRAPHY

THE SOVIET UNION AND EASTERN EUROPE

OBJECTIVES

The student should be able to:

*1. trace the historical development of the USSR and the countries of Eastern Europe.

*2. describe the importance of diverse cultural groups in the development of The Russian Empire and The Soviet Union.

3. analyze the Soviet attempts to integrate the cultural groups of the Soviet Region.

*4. locate, identify, and describe the characteristics of the agricultural regions of the Soviet Union. Relate the regions to the physical factors studied in Unit I.

*5. describe the operation of a collective farm and a state farm.

*6. prepare a case study depicting the different forms of farm organization and ownership in the Soviet Union and Eastern Europe.

*7. relate the location of manufacturing in the Soviet Union and Eastern Europe to government policy and distribution of resources.

*8. trace the industrial development of the Soviet Union.

*9. identify problems in building transportation systems.

10. analyze the Soviet method of industrial location to determine the advantages and disadvantages of such a method.

*11. describe the influence of the government over all segments of Soviet society.

*12. summarize the transformation of the USSR from an agrarian society to a modern industrial society.

* An asterisk indicates a basic objective.

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EIGHTH GRADE GEOGRAPHY

COMPARATIVE ANALYSIS OF EAST vs. WEST

*1. Compare the standards of living of the USSR with various Western European countries.

*2. Determine the difference in individual rights and freedom between East and West.

*3. Cite evidence of changing relations between the Eastern Bloc, especially the Soviet Union and other countries.

4. Analyze these changing relations between the Soviet Union and other countries and draw conclusions about the future.

* An asterisk indicates a basic objective.

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EIGHTH GRADE ALGEBRA

UNIT 1 SETS, SENTENCES, AND THE NUMBER LINE

The student should be able to:

* 1. Define a set and elements.
* 2. Identify members of a set.
* 3. Identify the symbols E and ∉
* 4. List the members of a set described by a rule.
5. Represent a set by the rule or roster methods.
6. Define prime numbers and composite numbers.
* 7. Identify subsets of a given set.
8. List all the subsets of a given set of three or fewer members.
9. State that the null set is a subset of every set and every set is a subset of itself.
*10. Define proper subsets and equal sets.
*11. State whether or not a one-to-one correspondence exists between two sets.
*12. Identify finite sets, infinite sets, the null set, and equivalent sets.
13. Define aleph-null.
*14. Identify the symbols which represent the null set.
*15. Define replacement set, variable, algebraic expression, term, and coefficient.
*16. On the number line locate a point associated with a given coordinate.
*17. Name the coordinate associated with a given point on a number line.
18. Graph appropriate sets on a number line. These include:

a. (1, 3, 5)

b. (all numbers between 3 and 5)

c. (all numbers between 0 and 1 including 0 and 1)

d. (all numbers greater than 4)

19. Decide by computation whether the right and left hand side of a number statement name the same number.
*20. Place the proper inequality symbol, $<$ or $>$, between two number statements to make a true inequality.

* Basic Objectives

21. State that if one number is greater than a second, the former's graph is found further to the right than the latter's on a number line.
* 22. Define solution set of a sentence.
23. Determine which sentences are open sentences.
* 24. Compute correctly the value of a number phrase by using the order of operations rules.
25. Find whether two fractions are equal or unequal by definition.
26. Define whether a set of numbers are discrete or dense.
* 27. Define the set of fractional numbers.
* 28. Describe the postulates in the basic algebraic structure.
29. Define the Pythagorean Theorem.
* 30. Identify the set of rational and the set of irrational numbers.

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EIGHTH GRADE ALGEBRA

UNIT II THE SET OF REAL NUMBERS

The student should be able to:

* 1. Define a rational number as a ratio of two integers.
* 2. Define an irrational number as a number that cannot be expressed as a ratio.
* 3. Define the set of real numbers as a union of the rational numbers and the irrational numbers.
* 4. Define the absolute value of a real number.
5. Find the negative of any real number.
6. Define a vector and be able to calculate the sums of vectors.
7. Name the properties that exist for the set of real numbers.
* 8. Add real numbers and be able to show these operations using vector diagrams.
* 9. Subtract real numbers and be able to show these operations using vector diagrams.
*10. Multiply real numbers and state the rules for multiplication.
*11. Divide real numbers and state the rules for division.
12. Find out whether two expressions are equivalent.
13. Simplify algebraic expressions using the properties for the real numbers.

* Basic Objectives

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EIGHTH GRADE ALGEBRA

UNIT III SENTENCES

The student should be able to:

* 1. State when two sentences are equivalent.
* 2. Use the addition property of equality on equations.
* 3. Use the multiplication property of equality on equations.
* 4. Use the addition and multiplication properties of equality to solve equations.
5. Name sets in set-builder rotation.
6. Use the symbols $\forall$ and $\exists$ in sentences and sets.
* 7. Solve any equation by applying the following method of solution.

   a. combine any similar terms in either member of the equation.

   b. transform all variables to one side of the equation.

   c. if there is any indicated additions, subtractions, multiplications, or divisions, use the properties to find values of the variable.

   d. Check by substitution.

8. Distinguish between an identity and a conditional equation.
9. Solve inequalities using the rules of addition and multiplication to both sides of inequalities and graph them on the number line.
10. Name and graph union and intersection of two sets.

* Basic Objectives

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EIGHTH GRADE ALGEBRA

UNIT IV PROBLEM SOLVING

The student should be able to:

* 1. Translate word problems into algebraic expressions.
* 2. Solve a word problem by:
   a. making a diagram or chart when it is appropriate.
   b. Choosing a variable with an appropriate replacement set, and use the variable in representing each described number.
   c. forming an equation by using the facts given in the problem and finding two names for the same number.
   d. finding the solution by following the prescribed method of solution.
   e. checking the answers by substitution.
3. Solve equations for a variable.
4. Find the truth or falsity of compound sentences using "and" and "or" and then finding their solution sets.
5. Simplify sets and solve equations involving absolute value.

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UNIT V GRAPHIC RELATIONS

The student should be able to:

* 1. Define and draw point, lines, rays, and planes or parts of these.
* 2. Draw a graph of ordered pairs on any xy plane or graph.
* 3. Define coordinate plane, origin, and axes.
* 4. Name the coordinates, the abscissa and the ordinate of any given point.
* 5. Name a relation and give its domain and range.
* 6. Set up a relation from an equation and a given domain or range.
* 7. Graph a relation given the domain and range.
* 8. Define a function, independent variable, and dependent variable.
* 9. Plot functions given equations and either the domain or range.
* 10. Put equations into linear functions of the form $y = mx + b$.
* 11. From a linear function find the slope of the line and the y-intercept.
12. From the y-intercept forming a point and the slope of the linear function form the graph of each line.
13. Write an equation for a line given a point on the line and its slope.
14. Write an equation for a line given two points on the line.
15. Describe a direct variation.
16. Express a direct variation as a proportion.
17. Solve proportions in the form of $\frac{a}{b} = \frac{c}{d}$
18. Graph any given inequality.
19. Graph equations and inequalities with absolute values.

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EIGHTH GRADE ALGEBRA

UNIT VI SYSTEMS OF SENTENCES

The student should be able to:

1. Define a system of equations.
2. Graph systems of equations using "and" and "or" and $\wedge$ or $\vee$.
3. Solve whether any systems of equations are equivalent by graphing.
4. Find the solution set of systems of equations from a graph.
5. Solve any system of equations by addition.
6. Use a system of equations with addition to solve word problems.
7. Solve a system of equations by substitution.
8. Solve word problems by a system of equations with substitution or addition.
9. Determine whether a system of equations is inconsistent or consistent.
10. Determine whether a consistent system of equations is dependent or independent (simultaneous)
11. Solve a system of inequalities by graphing.

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EIGHTH GRADE ALGEBRA

UNIT VII EXPONENTS AND RADICALS

The student should be able to:

1. Explain the use of powers or exponents.
2. Name the product of two numbers represented with exponents and the same base:
   $a^m \cdot a^n = a^{m+n}$
3. Raise exponents to more than one power.
   $(xy)^n = x^n y^n \quad (\frac{x}{y})^n = \frac{x^n}{y^n} \quad (x^m)^n = x^{mn}$
4. Divide two numbers each with a positive integral power and with the same base.
   $\frac{x^m}{x^n} = x^{m-n} \quad (m > n)$
5. Divide two numbers where $m = n$ or $m < n$.
   $\frac{a^m}{a^n}$ $m = n$, $= a^0 = 1$ $\frac{a^m}{a^n}$. $m < n$, $= a^{m-n}$ being negative.
6. Write a base raised to a negative power in different form.
   $a^{-m} = \frac{1}{a^m}$
7. Expressed numbers in expanded notation or scientific notation.
8. Define a square root or cube root.
9. Explain what a radical, radicand, radical sign, and index is.
10. Give the principal root of a number.
11. Show rational exponents, $\frac{1}{n}$, as a radical.
12. Write principal square roots of variables.
13. How to simplify radicals by using the rule the nth root of the product (division) of two non-negative is the product of their nth root.
    $\sqrt[n]{a \cdot b} = \sqrt[n]{a} \cdot \sqrt[n]{b} \quad \sqrt[n]{\frac{a}{b}} \overset{(\text{DIVISION})}{=} \frac{\sqrt[n]{a}}{\sqrt[n]{b}}$
14. Multiply radical expressions.
15. Rationalize the denominator.
16. Add radical expressions.
17. Solve radical equations.

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EIGHTH GRADE ALGEBRA

UNIT VIII POLYNOMIALS

The student should be able to:

1. Name whether an algebraic expression is or is not a polynomial.
2. Add two or more polynomials.
3. Subtract two or more polynomials.
4. Multiply polynomials using the distribution property.
5. Multiply two binomials by inspection.
6. Multiply two binomials using foil.

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EIGHTH GRADE ALGEBRA

UNIT IX FACTORING

The student should be able to:

1. Factor a polynomial using prime factorization.
2. Factor a polynomial removing a common monomial factor from all terms.
3. Factor binomials using the difference of two squares.
4. Factor trinomials which are perfect square trinomials.
5. Factor any trinomial by general method.
6. Factor polynomials using all methods.
7. Solve equations using special products.
8. Divide polynomials.

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EIGHTH GRADE ALGEBRA

UNIT X QUADRATIC FUNCTIONS AND EQUATIONS

The student should be able to:

1. Define a quadratic function and a quadratic equation.
2. Graph a quadratic function.
3. Graph a parabola and name its equation.
4. Find the x-intercept and the y-intercept of an equation.
5. Solve a quadratic equation by factoring.
6. Solve an incomplete quadratic equation.
7. Solve perfect square trinomial quadratic equations.
8. Solve quadratic equations by completing the square.
9. Solve quadratic equations by the quadratic formula.
10. Solve word problems using quadratic equations.

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EIGHTH GRADE ALGEBRA

UNIT XI RATIONAL EXPRESSIONS

The student should be able to:

1. Define a rational expression.
2. Show whether two rational expressions are equal.
3. Simplify rational expressions by removing a common term from the numerator and the denominator.
4. Multiply two rational expressions.
5. Divide two rational expressions.
6. Give the least common multiple of two polynomials.
7. Add rational expressions by getting a common denominator.
8. Subtract rational expressions by getting a common denominator.
9. Give equivalent rational expressions by changing negative signs and positive signs.
10. Change a rational expression to make the numerator and denominator a single rational expression.

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EIGHTH GRADE MATH

Pre-Algebra Objectives for Math 7&8

UNIT 1 WHOLE NUMBERS: OPERATIONS AND RELATIONS

Objectives

The student should be able to:

*1. given a list of whole numbers, construct an expanded numeral for each.
*2. given a list of whole numbers, regroup them into the given format.
*3. add whole numbers.
*4. subtract whole numbers.
*5. multiply whole numbers.
*6. divide whole numbers.
*7. find the missing whole number which makes a number sentence true.
*8. compare whole numbers and whole number sentences, using less than (<), equal to (=), or greater than (>) symbols.

UNIT 2 WHOLE NUMBERS: SKILLS AND MEANINGS

Objectives

The student should be able to

*1. given a list of numbers pictured on an abacus, write each in expanded form and in whole number form.
*2. given a list of whole numbers, regroup them into three different given formats.
*3. find the whole number which makes a given equation involving addition and subtraction true.
*4. identify true inequalities.
*5. add whole numbers in expanded form.
*6. subtract whole numbers in expanded form.
*7. find the whole numbers which makes a given equation involving multiplication and division true.
*8. after finding the quotient between two whole numbers, check by using the inverse operation.

UNIT 3 WHOLE NUMBERS: SYSTEMS AND BASES

Objectives

The student should be able to

*1. given a whole number pictured on an abacus, write it using Roman numbers.
*2. given an expanded number, write it in whole number form.
*3. perform operations using whole numbers.
*4. use the distributive property to find whole number products.
*5. given a base five place value chart or numbers, expand the numeral and convert it to base ten.
*6. find the sum and difference of base five numerals.

*The asterisks designate basic objectives.

UNIT 4 NUMBER PATTERNS AND THEORY

Objectives

The student should be able to

*1. identify even and odd numbers.
*2. construct a factor tree with the base all primes.
*3. given a whole number, state all its factors.
*4. distinguish between prime and composite numbers.
*5. given two numbers, list their common factors and identify the greatest common factor (G.C.F.).
*6. name whole numbers which have common divisors.
*7. identify numbers which are divisible by 2 3, 4. 5 6. 9 or 10 –
*8. fill in missing terms of given arithmetic progressions and give the sum of each progression.

UNIT 5 FRACTIONS ADDITION AND SUBTRACTION

Objectives

The student should be able to

*1. construct a fraction model.
*2. write equivalent common fractions.
*3. solve simple proportions.
*4. add common fractions.
*5. subtract common fractions.
*6. add and subtract mixed numbers
*7. identify equivalent fractions.
*8. compare common fractions using less than (<), equal to (=) or greater than (>).
*9. solve word problems involving common fractions.

UNIT 6 FRACTIONS; MULTIPLICATION AND DIVISION

The student should be able to

*1. find the fractional part of a whole number.
*2. find the fractional part of a common fraction.
*3. multiply common fractions.
*4. multiply mixed numbers.
*5. identify reciprocals (multiplicative inverses).
*6. given a common fraction, name its reciprocal.
*7. find the quotient of common fractions.
*8. find the quotient of mixed numbers.

UNIT 7 ANGLES MEASUREMENT AND MEASURES

The student should be able to

*1. distinguish among different geometric figures
*2. identify the supplement and/or complement of an angle.
*3. given the measure of an inscribed angle, give the measure of its intercepted arc.
*4. given the measure of two angles of a triangle, find the measure of the third.

*5. given the measure of two angles of a triangle, find the measure of an exterior angle.
*6. identify points in the interior, exterior, or on a closed curve.
*7. find the sum of the measures of the angles of a polygon.
*8. find the measure of one angle of a regular polygon.
*9. given two intersecting lines and the measure of one of the angles formed, find the measure of the other three angles.
*10. given two parallel lines cut by a transversal and the measure of one of the angles formed, find the measure of the other seven angles.

UNIT 8 SETS: MEMBERS AND SUBSETS

The student should be able to

*1. give the number property of given sets.
*2. identify equivalent sets.
*3. identify equal sets.
*4. given sets, identify intersections and unions.
*5. given a Venn diagram, identify sets, intersections and unions.
*6. list all the subsets of a given set.
*7. locate sets of ordered pairs on a coordinate axis.
*8 name ordered pairs plotted on a coordinate axis.
*9. construct a diagram to represent all the different intersections of two given sets.

UNIT 9 DECIMALS: MEANINGS AND OPERATIONS

The student should be able to

*1. given a list of decimal fractions, write in words the name for each.
*2. given a list of decimal fractions, write them in expanded form.
*3. find the sums and differences of decimal fractions.
*4. given pairs of decimal fractions, convert to numerals and find the sum or difference.
*5. find the perimeter of given geometric figures whose sided are given in decimal form.
*6. apply the rules for multiplying decimal fractions by powers of ten.
*7. multiply decimal fractions.
*8. apply the rules for dividing decimal fractions by powers of ten.
*9. find the quotient when given two decimal numerals.

UNIT 10 INTEGERS: ADDITION AND SUBTRACTION

The student should be able to

*1. given a number line representation showing and addition or subtraction problem, write the equation.
*2. compare integers using $<$, $=$, $>$, symbols.
*3. add integers.
*4. solve integer problems involving addition and subtraction.
*5. plot ordered pairs of integers on a Cartesian coordinate system.
*6. identify ordered pairs of integers plotted on a Cartesian coordinate system.
*7. find the absolute value of given integers.

UNIT 11 FLOW CHART I

The student will be able to

*1. given the steps to the solution of a problem, order them and then construct a flow chart.
*2. use a flow chart to solve a problem.
*3. given a problem, flow chart a method of solution.

UNIT 12 METRIC GEOMETRY

The student should be able to

1. demonstrate the use of a metric ruler by measuring a line segment.
2. demonstrate the use of an English ruler by measuring a line segment.
3. demonstrate the use of a metric and/or English ruler by finding the perimeter of a [illegible].
*4. find the area of a rectangular region by blocking out the area into square units.
5. find the area of a rectangular region given its measurements.
6. find the volume of a rectangular solid given its measurements.
7. identify units of measure used in linear, area, and volume measure.

UNIT 13 FRACTIONS: OPERATIONS

The student should be able to:

*1. write equivalent common fractions for a given fraction.
*2. determine if two common fractions are equivalent.
3. compare common fractions using $<$, $=$, $>$ relations.
4. order common fractions.
*5. change a mixed number to an improper fraction.
*6. find the sum and difference of common fractions and put in simplest form.
*7. find the product of fractions and put in simplest form.
*8. find the quotient of fractions and put in simplest form.

UNIT 14 DECIMALS AND PERCENT: MEANING AND APPLICATIONS

The student should be able to:

*1. convert a decimal fraction to a common fraction and write in words.
*2. convert a common fraction to a decimal fraction.
*3. find the sums and differences of decimal fractions.
*4. find products and quotients of decimal fractions where the multiplier or the divisor is a power of ten.
*5. find products and quotients of decimal fractions
*6. convert common fractions to percents.
*7. find the percentage of a number.
*8. solve a word problem involving a percent.
*9. given the percent and the percentage, find the total

UNIT 15 MEASUREMENT AND MEASURES: LINEAR MEASURE

The student should be able to

*1. demonstrate the use of an English ruler using fractional parts of an inch.
*2. demonstrate the use of a metric ruler.
*3. identify the most precise measurement of a line segment.
*4. determine the scale used on a map.
*5. given the scale on a map, determine distances.
*6. convert from one linear metric unit to another linear metric unit.
*7. demonstrate the meaning of congruency by finding the measure of corresponding parts of congruent polygons.
*8. determine whether polygons are congruent.
*9. calculate the circumference of a circle.

UNIT 16 POLYGONS: ANGLE MEASURES AND LENGTH OF SIDES

The student should be able to

*1. use a protractor and a metric ruler to find angular and linear measurement of a polygon.
*2. given three angles of a quadrilateral, calculate the fourth.
*3. given two angles of a triangle, calculate the third.
*4. classify triangles given the measures of their angles.
*5. identify polygons, given lengths of sides or measures of angles of quadrilaterals.
*6. given some of the measures of the angles and sides of a parallelogram, find the missing measures without using a measuring instrument.
*7. given the length of a side and the measure of an angle of a regular polygon, calculate the missing measures.

UNIT 17 MEASUREMENT AND MEASURES: AREA AND VOLUME MEASURE

The student should be able to:

*1. identify the altitude of a triangle.
*2. determine if the altitude of a triangle is in the interior or exterior of the given triangle.
*3. calculate the area of rectangular regions.
*4. calculate the area of trianglular regions.
*5. calculate the area of parallelogram regions.
*6. calculate the area of trapezoidal regions.
*7. calculate the volume of rectangular solids.

UNIT 18 NUMBER SENTENCES: EQUATIONS-INEQUALITIES

The student should be able to

*1. identify the relation in a sentence.
*2. identify number sentences as true, false, or open.
*3. solve simple equations.
*4. determine the relation between number sentences using the proper relation.

*5. solve simple inequalities.
*6. translate verbal sentences to number sentences.
*7. translate number sentences to verbal sentences.

UNIT 19 NUMBER THEORY: PATTERNS AND NUMBER FORMS

The student should be able to:

*1. identify odd and even numbers.
*2. determine the rules for the outcomes of operations with odd and even numbers.
*3. distinguish between prime and composite numbers.
*4. construct a factor tree with the base all primes.
*5. write a prime factorization of a number using exponential notation.
*6. find the G.C.D. for a set of numbers.
*7. find the L.C.M. for a set of numbers.
*8. identify numbers which are divisible by 2, 3, 4, 5, 6, 9, or 10.
*9. given the rule, give forms for an arithmetic progression.
*10. given an arithmetic progression, find the sum.

UNIT 20 FRACTION FORMS

The student should be able to

*1. write three equivalent fractions for a given common fraction.
*2. solve simple proportions.
*3. identify the L.C.D. for a given set of common fractions.
*4. find the sums and differences of mixed numbers.
*5. find the product and quotient of common fractions.
*6. perform operations using decimal fractions.
*7. convert common fractions to decimal fractions and percents.
*8. name the reciprocals of given common fractions.
*9. given two of the following: total amount, percent, or percentage, find the missing quantity.
*10. solve word problems involving percent.

UNIT 21 INTEGERS: MEANINGS AND OPERATIONS

The student should be able to:

*1. solve simple equations.
*2. name the additive inverse of given integers.
*3. identify true inequalities.
*4. compare the relationship between integers using $>$, or $<$ relations.
*5. find missing values in identity equations.
*6. add integers.
*7. subtract integers.
*8. multiply integers.
*9. divide integers and check.
*10. solve problems involving absolute value.

UNIT 22 SIMILARITY

The student should be able to:

*1. given geometric drawings, identify similar figures.
*2. given the lengths of sides of polygons, identify similar polygons.

*3. identify non-equivalent fractions given a set of common fractions.
*4. given similar triangles and some of the measures of the sides, determine the missing measures without a ruler.
*5. given two congruent polygons and the measures of the sides and angles of one, determine the measures of the sides and angles of the other polygon.
*6. given a triangle, construct a triangle congruent to it using only a straight edge and a compass.
*7. given two congruent polygons and some of the measures of the sides and angles, find the missing measures.
*8. state the relationship between sides of congruent polygons.
*9. given similar polygons and some of the measures of the sides, determine the missing measures without a ruler.
*10. given similar polygons and some of the measures of the sides, determine the perimeters of the polygons.

UNIT 23 SQUARE ROOTS AND RIGHT TRIANGLES

The student should be able to

*1. name the missing base and/or exponent of a number in factored form.
*2. simplify numbers in exponential notation.
*3. identify definitions of right, obtuse, and acute angles.
*4. given a triangle and the measures of the sides, use the Pythagorean relationships to classify the angles of the triangle and to classify the triangle.
*5. solve equations which are in the Pythagorean Theorem form.
*6. apply the Pythagoream Theorem to find the missing length of a side of a right triangle.

UNIT 24 RATIOS AND RIGHT TRIANGLES

The student should be able to

*1. identify the correct ratios for sine, cosine, and tangent functions.
*2. find the missing lengths of a triangle given the measures of two of the angles, utilizing sine, cosine, and tangent functions.
*3. demonstrate the use of a sine, cosine, and tangent table to determine angles and ratios.
*4. solve word problems using sine, cosine, or tangent relations.

UNIT 25 NUMBER SENTENCES: RELATIONS AND PROPERTIES

The student should be able to

*1. identify the relation in a verbal sentence.
*2. translate a number sentence to a verbal sentence.
*3. translate a verbal sentence to a number sentence.
*4. compare the relationship of two number sentences using the following relations: $>$, $=$, $<$.
*5. solve equations.
*6. solve inequalities.

UNIT 26 FLOW CHART II

The student should be able to

*1. construct flow chart symbols for each of the following: operation start or stop, result, direction of steps, and decision.
*2. given steps to solution of a problem, order them and put them into a flow chart.
*3. given a flow chart, solve problem.
*4. given steps to a solution of a problem, order them and construct a flow chart.
*5. list steps for the solution of a problem and construct a flow chart.

UNIT 27 APPLICATION IN SCIENCE

The student should be able to

*1. locate information from a table of data and transfer for use elsewhere.
*2. compare information found in tables.
*3. estimate in a simple problem situation.
*4. read information from broken line, bar, and circle graphs.
*5. solve problems involving the reading and selecting of data.
*6. construct a broken line, bar and circle graphs from a given set of data.
*7. express numbers in scientific notation.
*8. solve problems involving and/or using scientific notation.
*9. solve problems using numbers in exponential notation.

UNIT 28 MATHEMATICAL SYSTEMS

The student should be able to

*1. state that the requirements of a mathematical system are elements, one or more operations and one or more properties.
*2. identify the operations for different math systems.
*3. identify the closure property for a math system.
*4. identify the commutative property for a math system.
*5. identify the associative property for a math system.
*6. name additive identity for a math system.
*7. name the additive inverse for a math system.
*8. name the multiplicative identity for a math system.
*9. name the multiplicative inverse for a math system.

ENRICHMENT UNIT: PROBABILITY I

The student should be able to:

1. determine the probability for a single event in a closed system.
2. complete tree diagrams for double events.
3. demonstrate the meaning of the word "and" in probability by determining the probability for events in a closed system.
4. demonstrate the meaning of the word "or" in probability by determining the probability for events in a closed system.

ENRICHMENT UNIT: PROBABILITY II

The student should be able to

1. determine the probability for a single event in a closed situation.
2. state the range of probability values.
3. demonstrate the meaning of the word "or" in probability by determining the probability.
4. demonstrate the meaning of the word "and" in probability by determining the probability for events in a closed system.
5. write factorials in factored form.
6. given a set, determine the number of possible combinations.
7. given hypothetical situations, calculate permutations (arrangements).
8. given hypothetical situations, calculate combinations.

ENRICHMENT UNIT: PROBABILITY III

The student should be able to

1. determine the probability for a single event in a closed system.
2. state the range of probability values.
3. demonstrate the meaning of the word "or."
4. given a hypothetical situation, find the total number of outcomes.
5. perform operations with factorials.
6. calculate combinations.
7. calculate permutations.
8. translate verbal problems involving combinations and permutations into the appropriate formula and solve.

ENRICHMENT UNIT: SLIDE RULE I

The student should be able to

1. indicate numbers with the secondary division which represents it on the slide rule.
2. read values from the various scales of a slide rule.
3. state rules for determining the number of digits a product can have.
4. state the order of movement for the slide and runner in the use of a slide rule.
5. order the steps in solving a problem with a slide rule when the steps are given.
6. use a slide rule to compute the products of whole numbers.
7. use a slide rule to compute the quotients of whole numbers.

ENRICHMENT UNIT: SLIDE RULE II

The student should be able to

1. state the rules for determining the number of digits a product can have.
2. use a slide rule to compute products of whole numbers.
3. use a slide rule to compute quotients of whole numbers.
4. estimate products of decimal fractions.
5. use a slide rule to compute products of decimal fractions.
6. use a slide rule to compute quotients of decimal fractions.

ENRICHMENT UNIT: SLIDE RULE III

Students should be able to

1. locate intervals where given numbers can be found.
2. determine the least number of digits a product can have.
3. determine the greatest number of digits a product can have.
4. use a slide rule to compute products of whole numbers.
5. use a slide rule to compute quotients of whole numbers.
6. use a slide rule to solve problems involving both multiplication and division of whole numbers.
7. estimate products of decimal fractions.
8. use a slide rule to compute products of decimal fractions.
9. use a slide rule to compute quotients of decimal fractions.
10. use a slide rule to compute squares of whole numbers.
11. estimate squares of decimal fractions.
12. use a slide rule to compute the squares of decimal fractions
13. use a slide rule to find the square root of a whole number.
14. use a slide rule to find the square root of a decimal fraction.

ENRICHMENT UNIT: GEO-BOARD I

The student should be able to

1. construct one- and two-dimensional geometric figures on a geo-board.
2. construct two dimensional geometric figures, given certain dimensions and solve for missing dimensions.
3. use Pic's theorem to find the area of two dimensional figures.
4. given ordered pairs, construct the figure on a geo-board and solve for some dimensions.

ENRICHMENT UNIT: GEO-BOARD II

The student should be able to

1. construct one-dimensional figures given ordered pairs and determine length.
2. given ordered pairs, construct line segments and determine if they are parallel or perpendicular.
3. determine the midpoint of a line segment on a geo-board.
4. construct a triangle given three ordered pairs (vertices) and
    a. find the measure of the base.
    b. find the measure of the altitude.
    c. find the measure of the area.
5. construct a quadrilateral given four ordered pairs and
    a. determine the midpoints of the sides.
    b. determine the centroid.
    c. determine the measure of the altitude.
    d. determine the measure of the base.
    e. determine the measure of the area.

The student should be able to

1. use a protractor to find the measure of angles.
2. calculate the third angle of a triangle, given the measure of two angles.
3. determine the sum of the angle measures of convex polygons.
4. determine the exterior angle measure of a convex polygon when the measures of the interior angles are given.
5. construct polygons on a geo-board from given ordered pairs.
6. determine perimeters of figures on geo-boards.
7. determine areas of figures on geo-boards.
8. construct a triangle from given ordered pairs on a geo-board and
   a. determine base.
   b. determine altitude.
   c. determine area.
9. construct a parallelogram from given ordered pairs on a geo-board and
   a. determine base.
   b. determine altitude.
   c. determine area.
10. construct a rectangle from given ordered pairs on a geo-board and
    a. determine base.
    b. determine altitude.
    c. determine area.
11. construct a trapezoid from given ordered pairs on a geo-board and
    a. determine base
    b. determine altitude
    c. determine area
12. determine volume of a rectangular solid.

ENRICHMENT UNIT: CONSTRUCTIONS

The student should be able to

1. form an angle using a protractor.
2. reconstruct (copy) any angle using a compass and straight edge.
3. bisect an angle using a compass.
4. identify an angle bisector and a perpendicular bisector.
5. bisect a line segment with a compass.
6. construct a triangle, given three sides and a compass.
7. construct a perpendicular to any point on a line using a compass.
8. construct a perpendicular to a line from a point not on a line.
9. construct parallel lines, given a line and a point not on the line and compass.

ENRICHMENT UNIT: SOLID GEOMETRY

The student should be able to

1. given any of the following figures, find their volume:
   a. rectangular solid — l "w" h = V
   b. cube — $S^3 = V$
   c. circular cylinder — $r^2 \cdot h = V$
   d. sphere — $\frac{4}{3} \cdot r^3 = V$
2. given any of the following figures, find their surface areas:
   a. rectangular solid — 2 . l . w + 2.l.4+2.w.h = A
   b. cube — $6.S^2 = A$. s=side
   c. circular cylinder — 2. .r.h+2. r^2=A
   d. sphere — $.d^2$ or 4. $.r^2$ =A

ENRICHMENT UNIT: BUSINESS APPLICATIONS

The student should be able to

1. demonstrate how to operate a checking account including the use of deposit slips, check stubs and checks.
2. reconcile bank statements.
3. identify the following terms: interest, principle, rate, time.
4. compute simple interest on money borrowed.
5. identify the following terms: bank discount and net proceeds
6. compute bank discounts of net proceeds.
7. identify: mills, assessed valuations, and tax rate.
8. compute property taxes.
9. compute sales discount.
10. compute rate of sales discount.
11. compute commission.
12. compute rate of commission.

ENRICHMENT UNIT: FLOW CHART III

The student should be able to

1. name symbols used in flow charting.
2. order steps to a solution of a problem and construct a flow chart when given mixed-up steps.
3. use a flow chart when given mixed-up steps.
4. construct a flow chart and solve a problem.

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GRADE EIGHT SCIENCE - INVESTIGATING THE EARTH

General Science (Grade 8) contains an organized study of selected problems from the earth and physical Sciences. Units include the Nature of Matter, Energy, the Nature of the Earth and Changes in Its Surface, the Relationship of the Earth to Other Celestial Bodies. The text and teacher's guide produced by the Earth Sciences Curriculum Study (ESCP) are approved for use at this level and are used by more than half of the eighth grade science teachers, often with some modification. The equipment and supply kits developed for use with ESCP are available in most schools and may also be used with alternate texts.

Topics to be studied include:

The earth's origin; lithosphere; types of rock; weathering and erosion; soil; earth movements; common ores and fuels.

The tools of the astronomer; charactaristics of stars; galaxies; the universe; the solar system; problems of space travel.

Matter - states, physical combinations, properties, changes; theories of atomic structure; classes of chemicals.

Energy - forms and sources; heat; radiation; and magnetism.

By the end of the course, most students, within reasonable limits, should be able to:

1. Identify agents of weathering and erosion and relate these agents to the formation and development of land forms.
2. Identify properties of minerals and rocks and use such properties to classify these into categories or groups.
3. Identify internal forces at work within the earth and their effects on surface features.
4. Identify the properties, features and movements of the hydrosphere.
5. Identify the methods of interpreting the earth's history.

6. Identify the instruments and methods used to investigate celestial bodies.

7. Compare theories and evidence about the origin of the solar system.

8. Predict astronomical events based on patterns of motion within the solar system.

9. Be able to accurately measure the physical properties of matter.

10. Be able to distinguish atoms, elements, compounds, and mixtures when given a diagram or description.

11. Relate physical and chemical changes to the molecular theory of matter.

12. Identify relationships between energy and earth cycles.

13. Identify the characteristics and sources of different forms of energy.

14. Describe energy transformations as they relate to energy demands of man.

PROLOGUE

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures.
   a. complete assignments.
   b. bring materials to class
   c. employ correct laboratory procedures.
* 2. Make a list of new terms and their meanings.
3. Recognize the application of the listed terms to the concepts in the chapter.
* 4. Differentiate between an observation and an interpretation.
* 5. Use the prescribed style of laboratory report.
* 6. Measure length accurately using the metric system.
* 7. Measure mass accurately using the metric system.
8. Calculate the volume of a regular rectangular solid.
9. Measure the volume of an object by means of liquid displacement.
10. Calculate the density of an object by using values found by measuring.
*11. Label numbers with the correct unit of measurement.

* Basic Objectives

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UNIT I THE DYNAMIC EARTH

A. CHAPTER 1 The Changing Earth

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures:
   a. complete assignments
   b. bring materials to class
   c. employ correct laboratory procedures.
* 2. Make a list of new terms and their meanings.
* 3. Recognize the application of the listed terms to the concepts in the chapter.
* 4. Make changes in a sample of an earth material and record observations of the changes.
* 5. Relate changes that were made to natural earth processes.
* 6. Identify factors that affect the rate at which rocks wear away.
* 7. Identify interfaces involved in the wearing away of rocks.
* 8. Graph the annual sunspot numbers from 1906 to 1965.
9. Identify the pattern of change in sunspot numbers.
10. Use the sunspot graph to predict future periods of quiet and maximum sun activity.
* 11. Plot the positions, depth, and magnitude of earthquakes.
12. Identify the patterns in earthquakes locations and frequency.
* 13. Record observations of changes in the atmosphere over a six week period.
14. Identify changes in the weather patterns as they relate to specific factors.

B. CHAPTER 2

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures.
   a. complete assignments.
   b. bring materials to class.
   c. employ correct laboratory procedures.
*2. Make a list of new terms and their meanings.
3. Recognize the application of the listed terms to the concepts in the chapter.
*4. Recognize descriptive terms which distinguish the individual rocks of a set from one another according to their processes of formation.
5. Relates the rock cycle diagram to the physical forces and processes which produce each class of rock.
*6. Distinguishes between rocks and minerals.
*7. Distinguishes between elements and compounds.
8. Relates the appearance of a rock to the size and shape of the mineral crystals it contains.
9. Recognizes that minerals are composed of one or more elements as they are found in nature.
*10. Identifies the major parts of the atom by their masses, electrical charges and whether they are found in or around the nucleus.

* 11. Explains how the arrangement of hydrogen and oxygen atoms in a water molecule causes it to be dipolar.
12. Infers how the dipolarity of water produces its properties.
13. Recognizes the silicate tetrahedron as the basic building block of many minerals.
* 14. Identify the symbols of several common elements.
* 15. Name the three most common elements by weight in the earth's crust.
* 16. Name the two most abundant elements by volume in the atmosphere.

C. CHAPTER 3 - Earth Measurement

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures:
   a. complete assignments.
   b. bring materials to class.
   c. employ correct laboratory procedures.
* 2. Make a list of new terms and their meanings.
3. Recognize the application of the listed terms to the concepts in the chapter.
4. Recognize evidence that supports the conclusion that the earth is round.
5. Recognize the accepted values for the measured dimensions of the earth.
6. Compare the size of earth's irregularities in shape to the size of the entire earth.
* 7. Compute the density of the earth's crust by averaging the densities of a variety of rocks making up the crust.
* 8. Estimate the density of the materials inside the earth.
* 9. Recognize and interpret markings on topographic maps which represent man-made and natural earth surface characteristics.
* 10. Draw a topographic map of a mountain model.
11. Draw a profile of an area indicated on a topographic map.

D. CHAPTER 4 - Earth Motions

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures:
   a. complete assignments.
   b. bring materials to class.
   c. employ correct laboratory procedures.
* 2. Make a list of new terms and their meanings.
3. Recognize the application of the listed terms to the concepts in the chapter.
* 4. Summarize assigned section of the textbook.
* 5. Record summary notes for all assigned sections of the textbook.
6. Identify proofs that the earth rotates on its axis and revolves around the sun.
7. Explain the causes of seasons.
8. Identify and explain the causes of tides.

* Basic Objectives

E. Chapter 5 - Fields and Forces

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures:
   a. complete assignments
   b. bring materials to class
   c. employ correct laboratory procedures.

* 2. Make a list of new terms and their meanings.
3. Recognize the application of the listed terms to the concepts in the chapter.
* 4. Draw three charts showing the temperature field in the classroom.
5. Recognize how the field concept applies to factors other than heat, i.e. light, sound, smell, gravity, magnetism.
* 6. Construct four bar graphs which show the patterns produced by varying rates of motion.
7. Identify the graph which most nearly represents the pattern produced by a falling object.
* 8. Recognizes that speed is the distance moved in a specific amount of time.
9. Describe motion and changes in motion in terms of velocity and acceleration.
10. Solve problems using the formula F = Ma.
11. Identify the factors which influence the universal law of gravitation.
* 12. Identify factors which are involved in the earth's gravitational field.
* 13. Explain the three-dimensional nature of the earth's magnetic field.
14. Explain magnetic inclination and magnetic declination.

F. Chapter 6 - Energy Flow

The student should be able to:

* 1. Make a list of new terms and their meanings.
2. Recognize the application of the listed terms to the concepts in the chapter.
* 3. Recognize the various types of energy.
* 4. Graph data which shows the effect of absorbing and reflecting surfaces on heat transfer by radiation.
* 5. Graph data which shows heat transfer by conduction.
6. Explain conversions of energy from one type to another.
* 7. Recognize the three types of heat transfer.
8. Recognize the importance of energy sources and energy sinks in the process of energy transfer.
9. Explain the difference between heat and temperature.
*10. Graph data showing the relationship between energy input and temperature change.
*11. Recognize the earth's sources of energy.
*12. Explain how the sun produces energy.
13. Recognize some kinds of information that can be learned from analyzing light from the sun.

* Basic Objectives

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EIGHTH GRADE SCIENCE - INVESTIGATING THE EARTH

UNIT II EARTH CYCLES

A. Chapter 7 - Energy and Air Motions

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures:
   a. complete assignments
   b. bring materials to class
   c. employ correct laboratory procedures
2. Make a list of new terms and their meanings.
3. Recognize the application of the listed terms to the concepts in the chapter.
* 4. Graph the temperature change of objects versus the distance they are placed from a heat source.
5. Relate the concept of radioactive balance to the earth's energy budget and its favorable surface environment.
* 6. Describe the layers of the atmosphere and explain the variation of temperature with height.
7. Describe the energy budget of the earth and its atmosphere.
* 8. Recognize that unequal heating causes local changes in density of a fluid and that density differences cause the fluid to flow, producing convective circulation.
9. Use his knowledge of the distribution of insolation to explain why the equatorial region of the earth is warm, producing low air pressure, and the polar regions are cold, producing high air pressure.
* 10. Recognize patterns of atmospheric circulation caused by variations in air pressure and the earth's rotation.
* 11. Graph the contrasting temperature changes produced by reflection and absorption of land and water.
12. Relate the energy needed to change the temperature of equal masses of land and water to the seasonal change in air pressure and direction of air flow over continents and oceans.

B. Chapter 8 - Water in the Air

The student should be able to:

* 1. Make a list of new terms and their meanings.
* 2. Recognize the application of the listed terms to the concepts in the chapter.
* 3. Recognize the part that evaporation, condensation, and precipitation play in the water cycle.
* 4. Discover and list factors that slow down and speed up evaporation.
5. Recognize processes in nature which cause evaporation.
6. Recognize that air temperature changes when it is expanded or compressed.
7. Recognize that the condensation of water vapor depends on cooling of the air and on the presence of condensation nuclei.

B. Chapter 8 - Water in the Air (Con't.)

8. Relate zones of converging air to high precipitation and zones of diverging air to high evaporation.
9. Relate type of cloud formation to the stability of the air mass.
10. Relate type of precipitation to its method of formation.
11. Describe the characteristics of the four types of air masses in relation to their source regions.
12. Describe the formation of polar-front cyclones and tropical cyclones.
* 13. Plot weather station report information as it would appear on a weather map.
* 14. Interpret weather map station reports and list the meanings of station symbols.
* 15. Recognize cyclones, anti-cyclones, warm fronts and cold fronts on weather maps.

C. Chapter 9 - Waters of the Land

The student should be able to:

* 1. Make a list of new terms and their meanings.
2. Recognize the application of the listed terms to the concepts in the chapter.
* 3. Describe what happens to precipitation that reaches the earth.
* 4. Recognize where fresh water is stored on the earth.
* 5. Make graphs showing the relationships between the diameter of soil particles and:
   (a) porosity
   (b) permeability
   (c) capillary water
6. Relate the characteristics of different types of soils to factors which affect soil infiltration.
7. Relate the level of the water table to seasonal moisture income amounts and ground water flow.
* 8. Recognize the factors which regulate evapotranspiration.
* 9. Recognize the role of evapotranspiration in the water cycle.
* 10. Explain the difference between potential evapotranspiration and actual evapotranspiration.
* 11. Graph the data for the water budgets which are assigned.
* 12. Relate water budget factors to conditions of weather and climate.

D. Chapter 10 - Water in the Sea

The student should be able to:

* 1. Make a list of new terms and their meanings.
2. Recognize the application of the listed terms to the concepts in the chapter.
* 3. Recognize the relative lengths of time water spends in each phase of the water cycle.
4. Explain how minerals get into the sea.
* 5. Recognize the major ions in seawater.

D. Chapter 10 - Water in the Sea (Con't.)

6. Relate the composition of salts in the sea to the composition of the earth's crust.
7. Recognize that matter and energy are exchanged at the sea-air interface.
8. Relate the differences in the salinity of the oceans to latitudinal distribution of excess precipitation and excess evaporation.
* 9. Describe the characteristics of waves.
10. Describe the motion of water particles in waves in shallow water and deep water.
11. Explain how waves "break" on the beach and why waves tend to break parallel to the shoreline.
* 12. Recognize the cause of currents at the ocean surface and describe the current patterns of the earth.
* 13. Explain how density differences cause circulation deep in the ocean.

E. Chapter 11 - Energy, Moisture, and Climate

The student should be able to:

* 1. Recognize that energy distribution on the earth is about the same along any given line of latitude.
2. Recognize the factors which produce the climatic zones.
3. Relate the latitudinal distribution of evaporation and precipitation to patterns of air movement.

F. Chapter 12 - The Land Wears Away

The student should be able to:

* 1. Explain how various factors aid in the physical and chemical weathering of rocks of the earth's crust.
* 2. Describe the characteristics of different types of soil.
* 3. Discuss the effects of water, ice, and wind as they erode weathered materials and relate these factors to the part that gravity plays in the wearing away of the land.
4. Explain what effects streams have as they flow over the land.
5. Discuss how immature soils evolve into mature soils that reflect the climatic conditions under which they formed.

G. Chapter 13 - Sediments in the Sea

The student should be able to:

* 1. Graph the settling time of particles of various sizes falling through a column of water versus grain size.
2. Relate the results of Investigation 13-1 to deposition of sediments on the sea floor.
* 3. Describe the deposition and accumulation of sediments on the continental shelves, slopes, and rises.
4. Describe the speed and motion of a soil slurry as it moves down a slanted column of water.
5. Use the results to explain how density currents might be able to carry coarse sediments out to sea.

G. Chapter 13 - Sediments in the Sea (Con't.)

6. Describe sediments which were not carried from the land but were formed in the sea.
7. Describe the evidence which supports the theory that some continental margins are sinking.

H. Chapter 14 - Mountains From the Sea

* 1. Describe the development of geosynclines.
* 2. Make a cross-section drawing which shows the location of earthquake focuses at the depth at which they occurred near Japan.
3. Describe the pattern of distribution of earthquake focuses in this area.
* 4. Explain relationships amoung volcanic chains, island arcs, deep-sea trenches, and earthquake activity.
5. Locate belts of mobility with respect to continents and ocean basins.

I. Chapter 15 - Rocks Within Mountains

The student should be able to:

* 1. Associate formation processes with textural characteristics of metamorphic rocks.
* 2. Associate formation processes with textural characteristics of igneous rocks.
* 3. Identify samples of several types of rocks from each rock class using textural characteristics and a rock key to physical characteristics.
4. Draw a diagram showing one path that a calcium ion would take in the rock cycle beginning as a calcium ion in sea water and returning to the sea.

J. Chapter 16 - Interior of the Earth

The student should be able to:

* 1. Recognize characteristics of earthquake waves.
* 2. Graph the travel time of earthquake waves from an imaginary earthquake.
3. Relate the earth's internal temperature to the combined states of matter of the layers of mantle and core and the behavior of earthquakes.
* 4. Recognize the probable composition of the earth's interior and the evidence supporting this theory.
5. Relate the convection theory to the earth features which may be produced by convection.
6. Relate the continental drift theory to the evidence which supports it and to the evidence against it.

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EIGHTH GRADE SCIENCE - INVESTIGATING THE EARTH

UNIT III - EARTH'S BIOGRAPHY

A. Chapter 17 - Time and Its Measurement

The student should be able to:

1. Use a scientific attitude in carrying out basic classroom procedures.
   a. complete assignments
   b. bring materials to class.
   c. employ correct laboratory procedures

* 2. Recognize the methods used to calculate the age of the earth.

* 3. Make a model of the geologic time scale.

* 4. Recognize the major divisions of the geologic time scale and the changes in life forms which characterize each era.

B. Chapter 18 - The Record in the Rocks

The student should be able to:

* 1. Use rock layer correlation to explain the sequence of earth changes which have taken place in an area shown by models.

* 2. Interpret diagrams of rock outcrops to explain earth changes in the areas represented.

C. Chapter 19 - Life - Present and Past

The student should be able to:

* 1. Describe the methods by which fossils are formed.

* 2. Recognize how fossil footprints can be used to find out what forms of life were present long ago.

* 3. Measure the width of fossils to find if evolutionary changes have taken place and make a chart to show data.

D. Chapter 20 - Development of a Continent

The student should be able to:

* 1. Recognize the changes in climate and geologic formations in the N. American continent through the ages.

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EIGHTH GRADE SCIENCE

UNIT IV - EARTH'S ENVIRONMENT IN SPACE

A. Chapter 22 - The Moon: A Natural Satellite

The student should be able to:

* 1. Recognize landscape features and physical characteristics of the moon's surface.

B. Chapter 23 - The Solar System

The student should be able to:

* 1. Recognize the motions of a planet using stars as a frame of reference.
* 2. Interpret a demonstration of the phases of a planet to find where its orbit is located.
* 3. Make a model of the solar system to get an idea of inter-planetary distances.
* 4. Recognize general characteristics of the planets.
* 5. Recognize general characteristics of asteroids, meteoroids, and comets.
* 6. Describe the basic points of theories of the origin of the solar system.

C. Chapter 24 - Stars as Other Suns

The student should be able to:

* 1. Recognize physical properties of stars: luminosity, brightness, distance from earth, size, colors, and motions.

D. Chapter 25 - Stellar Evolution and Galaxies

The student should be able to:

* 1. Trace the steps in the life history of a star.
* 2. Describe characteristics of the Milky Way galaxy and locate our solar system in the galaxy.
3. Use a scientific attitude in carrying out basic classroom procedures:
   a. complete assignments
   b. bring materials to class
   c. employ correct laboratory procedures

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EIGHTH GRADE FRENCH

LEÇON 15

1. When asked questions using expressions with AVOIR, the student instantly supplies a correct oral response in both the affirmative and the negative.

2. When supplied an answer using the idiomatic expressions with AVOIR, the student can ask the appropriate question.

X 3. The student completes sentences in French with the correct written form of the idiomatic expressions with AVOIR.

4. The student, using correct intonation and pronunciation, answers questions based on Moi, j'ai toujours une faim de loup.

X 5. Prepares a composition in French based on the new structures and vocab. of leçon 5.

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EIGHTH GRADE FRENCH

LEÇON 16: LES OBJECTIFS

1. When asked questions involving comparaison, the student correctly uses the appropriate form of plus...que/moins...que/aussi...que and bien plus....que, bien moins...que/and meilleur que/aussi bon que/moins bon que, as the situation requires, and with agreement of the adjective.

X 2. Given elements of the type:

le poisson/le perroquet (bavard)

he will compose comparative sentences using plus...que and moins...que with all known adjectives, including bon:

Le poisson est moins bavard que le perroquet.
Le perroquet est plus bavard que le poisson.

3. After the reading has been studied, the student will answer any question based on it, using any of the new terms and the comparative structure.

X 4. The student will complete sentences with the correct form of nouveau(nouvelle, nouvel).

X 5. The student will translate a passage of the readings into English.

6. The student will correctly identify and use new vocabulary items introduced in the readings.

X 7. He prepares in writing and delivers orally a composition of about 100 words based on one of 3 suggested topics and using the comparative structure throughout.

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EIGHTH GRADE FRENCH

LES OBJECTIFS, LEÇON 17

1. When asked a question of the type
"Qui est le/la plus (or le/la moins)... de...
OR
"Quel (le) est le(la) plus (or le(la) moins)... de..."

the student responds with a sensible and correct statement

"Marie est la plus jolie de la classe"
OR
"La Cadillac est la plus grande voiture des Etats-Unis"

X 2. Given elements of the type
"C'est/animal, féroce/ménagerie" (M F)
The student writes a correct, complete sentence in French in the superlative.

3. The student supplies the appropriate masculine, feminine or plural form of the adjectives whose endings are the same as those charted on p. 130.

4. After the reading "La plus belle robe de la ville" has been studied, the student will answer any of the questions based on it using a variety of comparative, superlative, le même, la même, and new vocabulary.

5. The student will correctly identify and use new vocabulary items introduced in the reading.

X 6. The student will translate a passage of the reading "La plus belle robe de la ville" into English.

X 7. Given as a cue the topics on p. 133 involving the superlative, the student prepares in writing and delivers orally an original composition or conversation, using the superlative and comparative in many ways.

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EIGHTH GRADE FRENCH

LES OBJECTIFS, LEÇON 18

1. The student correctly answers orally in both the affirmative and the negative questions which contain the plural noun (DES) on the pattern:

Y a-t-il des élèves dans la classe? Oui, il y a des élèves dans la classe."

(Non, il n'y a pas d'élèves dans la classe.)

On the more advanced level, he may supply in his answer the plural DES:
Qu'est-ce qu'il y a dans une serviette? Il y a des crayons, des examens, des papiers, etc.

X 2. The student will write negative answers to questions with the verb AVOIR and ÊTRE (exercices a la page 138):

Y a-t-il un serpent au zoo? Non, il n'y a pas de serpent au zoo.

Est-ce un groupe attentif? Non, ce n'est pas un groupe attentif.

3. Given sentences in the singular, the student rewrites them correctly in the plural making all necessary transformations (Regardez à la page 137) (about
J'ai un animal favori. J'ai des animaux favoris.

4. The student correctly answers orally questions containing expressions of quantity (beaucoup de/assez de/trop de/un peu de/ quelques/ plein(e) de/ couvert(e) de) identifying the expression in English:

Avez-vous quelques amis? Oui, j'ai quelques amis. (a few friends)

5. Given a written cue in English, the student completes a sentence in French with the correct expression of quantity (see list in #4)

(enough) A vez-vous_____ argent?

6. Given a written cue in French the student will correctly identify in English new vocabulary items from the lesson; given a written cue in English he will supply the correct French word.

7. After the reading "Une maison idéale" (à la page 139) has been studied, the student will correctly answer questions based upon it.

X 8. The student will put into English any part of the reading ("Une maison idéale").

X 9. Do either A or B: A-Using the suggestions on p. 145, the student will write a composition of about 100 words describing his house or apartment, his room, or an "ideal" home he might imagine. B. The student will draw a blueprint or make a model home, labeling the rooms (at least 6!) and all of the furnishings (20 items). The student will present a short description to the class en francais of his work.

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EIGHTH GRADE FRENCH

LES OBJECTIFS, LEÇON 19 "AU SUPERMARCHÉ"

1. When you hear a sentence containing a singular noun (la table, le bureau, un meuble, une montre) you can change orally the nouns to the plural (les table, les buréaux, des meubles, des montres) making all necessary changes in the sentence. When given a plural noun, you can change it to the singular.

2. (Same as #1, but the sentence will be written)

3 When you hear a sentence containing nouns with the definite article (le, la, les) , you can change the definite article to the correct demonstrative adjective (ce, cet, cette, ces):

Le garçon est devant la classe. Ce garçon est devant cette classe.

4. (Same as #3, but with a written cue for a written response)

5. You can fill in blanks with the correct form of the "partitif" (de la, du, de l' des, de)

Je voudrais_____ glacé.

6. From the list of new vocabulary words given to you, you can explain the meaning of certain ones in French and use them in a sentence.

7. After this lesson's conversation "Au Supermarché" has been studied, you can correctly answer the questions following it.

X 8. You can put into English any part of the reading "Au Supermarché."

X 9. Do ONE of the following
   a. Demonstrate en français the making of your favorite recipe, telling what ingredients are included, how much of each, how they are mixed together (à la Julia Child!)
   b. Une conversation dans un supermarché (Regardez à la page 154).
   c. Composition écrite: une description de votre supermarché préféré.
   d. Vos idées??

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EIGHTH GRADE FRENCH

LES OBJECTIFS, LEÇON 20, "LES SAISONS DE L'ANNÉE ET LEURS OCCUPATIONS"

1. When asked questions orally in French which use the irregular verb FAIRE, you can answer in both the negative and affirmative forms with the correct form.
   Faites-vous du ski? Oui, je fais du ski

   Où faisons-nous des courses? Nous faisons des courses au supermarché.

2. You can write the correct forms of the verb FAIRE in French sentences:

   On_____ des promenades après le diner.

3. When asked questions orally in French which use the irregular verb ALLER, you can answer correctly using both the negative and affirmative response. "Où allez-vous maintenant?" "Je vais à la cantine."

4. You can write the correct forms of the verb ALLER in French sentences:

   Nous_____ avec nos amis au cinéma cet après-midi.

5. When asked questions orally in French which use the irregular verb DIRE, you can answer in both the negative and affirmative forms with the correct form:

   Dites-vous "Bonjour" dans la classe de mathématiques? Non, je dis "Bonjour" dans la classe de français!

6. You can write the correct forms of the verb DIRE in French sentences:

   Tu_____ "Au revoir" à la fin de la classe.

7. You can answer the question "Quel temps fait-il?" quickly and accurately using the following weather expressions:

   Il pleut; il neige; il fait froid; il fait chaud; il fait frais; il fait gris; il fait beau; il fait mauvais; il fait du vent; il fait du soleil.

X 8. Given sentences written in French, you can write in the correct idiomatic expression of FAIRE:

   faire attention; faire un voyage; faire la cuisine; faire du sport; faire des projets; faire une promenade; faire son nid; faire un château de sable; faire de la natation; faire du camping; faire de l'auto-stop; faire des sports d'hiver; faire du ski; faire la queue; faire des progrès.

X 9. In sentences which use the verb ALLER, you can fill in the correct expression:

   À LA, AU, À L' : Nous allons_____ école.
   Je vais_____ plage.

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EIGHTH GRADE FRENCH

LES OBJECTIFS, LEÇON 21: "QU'EST-CE QUE VOUS AIMEZ FAIRE?"

1. When you hear questions which use the verbs HABITER, AIMER, ARRIVER, you can answer orally in both negative and affirmative using the correct form of the verb.

2. Given written questions using the verbs HABITER, AIMER, ARRIVER, you can correctly write appropriate answers using both the affirmative and negative forms.

3. When you hear questions which use the verbs DÉJEUNER, DÎNER, PRÉFÉRER, you can answer orally in both the negative and the affirmative using the correct form of the verb.

4. Given written questions which use the verbs DÉJEUNER, DÎNER, PRÉFÉRER, you can correctly write appropriate answers using both the affirmative and the negative forms.

5. When you hear questions which use the verbs PARLER, RESTER, TROUVER, you can answer orally in both the negative and the affirmative using the correct form of the verb.

6. Given written questions which use the verbs PARLER, RESTER, TROUVER, you can correctly write appropriate answers using both the affirmative and the negative forms.

7. Given a written cue in English, you can write in the correct form of the verbs listed in objective 1-6:

(to have lunch)_____-vous à la cantine?

X 8. When you see a written answer using the verbs FAIRE, DIRE, ALLER, or any of the ER verbs in objectives 1-6, you can write the corresponding question, using the question words COMMENT, OÙ, POURQUOI, QUI QUAND (Exercise à la page 184):

J'aime les animaux parce qu'ils sont gentils.
Pourquoi aimez-vous les animaux?

9. Given a written adverb cue and a written question, you can write an answer to the question, placing the adverb correctly in your response:

(quelquefois) Allez-vous à la plage? Je vais quelquefois à la plage.

X 10. You can write in the correct preposition (AU, À LA, À L'/ DU, DE LA, after the verb JOUER: (Exercise à la page 190)

On joue _____ basketball
On joue _____ flûte.

11. You can correctly complete sentences in French by writing in either the adverb MIEUX or the adjective MEILLEUR(E):

La cuisine de ma mère est ___ _____que la cuisine de la cantine.

Le professeur parle _____ français que moi.

12. From the list of new vocabulary words and expressions given to you, you can appropriately use them in a sentence.

13. After the class has read and studied "Qu'est-ce que vous aimez faire?" (pages 186-187), you can quickly and accurately answer any of the questions following the reading (questions à la page 188).

14. You can put into English any part of the reading "Qu'est-ce que vous aimez faire?" (page 186)

15. FAITES "A" OU "B":

A. Imaginez que le reporter du journal de votre ecole vous questionne. Voilà les questions due reporter:

Qu'est-ce que vous aimez faire? Pourquoi?
Qu'est-ce que vous n'aimez pas--ou détestez--faire? Pourquoi?
Qu'est-ce que vous adorez faire? Pourquoi?
Comment trouvez-vous votre école, vos classes, vox camarades, vos professeurs, votre vie, et ainsi de suite?

B. Imaginez que vous êtes le reporter du journal de votre école. Interviewez une personne (un autre élève, un professeur, etc...) et publiez le résultat de votre interview.

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EIGHTH GRADE FRENCH

LES OBJECTIFS, LECON 22: "LE GRAND CONCERT DES PUCES"

1. When you hear a sentence on the pattern "Je regarde la television" you can transform it using the direct object pronouns le/la/les/l':
Je la regarde.

2. #1 in written form

3. When asked a question with a direct object such as "Preparez-vous le cahier?" you can answer quickly and accurately in both the negative and the affirmative using the direct object pronoun: Oui, je le prepare/Non, je ne le prepare pas.

4. #3 in written form.

5. When a classroom object or picture is shown to you and a question on the pattern "Où est la serviette?" is asked, you can answer quickly and accurately using the direct object pronoun: Là voilà.

X 6. Given an answer, you can write the corresponding question, using the correct direct object pronoun in your question.

J'aime la plage. L'aimez-vous?
Est-ce que vous l'aimez?

7. Given an adverb cue, you can correctly write the answer to a question placing the adverb correctly in your answer, using the correct direct object pronoun:

(beaucoup) Aimez-vous les gateaux? Oui, je les aime beaucoup.

8. When you hear a question which contains TWO VERBS you can quickly and accurately answer the question, placing the direct object pronoun correctly:

Aimez-vous préparer les leçons?
J'aime les préparer/ Je n'aime pas les préparer.

9. #8 in written form.

10. From the list of new vocabulary words and expressions given to you, you can explain the meaning of certain ones in French and use them in a sentence.

11. After the class has read and studied the reading selection "Le Grand Concert des Puces" (198-199), you can quickly and accurately answer any of the questions following the reading.

X 12. You can put into English any part of the reading "Le grand concert des Puces."

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EIGHTH GRADE FRENCH

LES OBJECTIFS, LEÇON 23: "BÂTISSONS UN CHÂTEAU DE SABLE"

1. When you hear questions which use the verbs FINIR, BRUNIR, BÂTIR, ROUGIR, AND REFLÊCHIR, you can answer orally, quickly and accurately in both the negative and affirmative using the correct form of the verb.

2. Given written questions which use the verbs FINIR, REFLÊCHIR, BÂTIR, BRUNIR, AND ROUGIR, you can correctly write appropriate answers using both the negative and the affirmative forms.

3. When you hear questions which use the IR verbs GRANDIR, PALIR, SALIR, PUNIR, and CHOISIR, you can answer orally, quickly and accurately, in both the negative and affirmative.

4. Given written questions which use the verbs GRANDIR, PALIR, SALIR, PUNIR, and CHOISIR, you can correctly write appropriate answers using both the negative and affirmative forms.

5. Given a written cue in English, you can write in the correct form of the ten -IR verbs listed in objectives 1-4.

(to choose)_____-nous un nouveau chapeau?

6. You can substitute orally the pronoun "Y" in a sentence which contains the name of a place:

Je vais à la plage J'y vais.

7. (#6 written)

8. You can answer questions orally using the pronoun "y" in your answer:
Est-ce que votre cahier est dans le pupître? Oui, il y est.

9. (#8 written)

X 10. Given a written answer which uses the -IR verbs and the name of a place, you can write a question which would logically lead to that answer, including the pronoun "y" in your question:
Oui, je rougis à la plage. Y rougissez-vous?

11. You can answer questions which contain a direct object and the name of a place, using "les y" or "l'y" in your answer. You can answer these questions orally, quickly and accurately.

12. (#11 written)

13. From the list of new vocabulary words and expressions given to you, you can appropriately use them in a sentence.

14. After the class has read and studied the reading "Bâtissons un chateau de sable," you can quickly and accurately answer any of the questions following the reading (questions à la page 226).

15. You can write in English any part of the reading "Bâtissons un château de sable" (P.P. 224-225).

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EIGHTH GRADE SPANISH

UNIT 8

"A la hora de almuerzo"

In Spanish, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

BASIC

1. memorize and recite the dialogue on page 131.
2. correctly spell selected vocabulary from the dialogue (p.131).
3. answer questions based on the dialogue to demonstrate comprehension (pp 133-134).
4. given a word from the supplement in English, the student will restate the word in Spanish (pp.132-133).
5. given a specific time of day in English, the student will restate it in Spanish (10:15 = son las diez y cuarto).
6. given a sentence containing the stem-changing verbs on page 135 (querer, preferir, entender, and sentir) and the stem-changing verbs on pages 31-32 (apretar, cerrar, empezar, and pensar), the student will restate the sentence making the necessary changes as the subject is changed.
7. distinguish between the Spanish words alli and hay (see pp. 137-138)
   alli estan mis libros / hay libros en la clase.
8. select and state the appropriate demonstrative adjective when given a cue of the type: el chico (this) = este chico or la chica (that) = esa chica (p. 139).
9. use the correct form of the neuter demonstrative when no nouns are present in a sentence (p.141).
10. given a sentence using the verbs on pages 143-144 (conocer, poner, and salir) the student will restate the sentence making the necessary changes as the subject is changed.
11. given a sentence using the verbs traer and oir (p.145) and the verbs tener and venir (p.147), the student will restate the sentence making the necessary changes as the subject is changed.
12. write selected exercises from the textbook and or worksheets.

ADVANCED

13. translate a given section of the narrative, "Lunes: dia feo" (pp.151-153).
14. correctly spell selected recombined vocabulary from the narrative (pp.151-153).
15. answer questions based on a given dialogue or narrative (see pp. 150-153).
16. given sentences in English, the student will restate them in Spanish using the vocabulary and grammar learned thus far.
17. select the correct response on a listening comprehension test.
18. prepare a menu in Spanish, giving: the name and address of the restaurant, the names of the foods in Spanish, and the prices of the foods in pesos. (samples of menus will be shown in class).

19. write a composition in Spanish about your breakfast, lunch, or dinner. The composition should include:
    a. where you are
    b. who you are with
    c. what is being served for the meal
    d. are you hungry (why or why not)
    e. how is the food
    f. what is your favorite dish
    g. what is your favorite dessert

The composition will be between 50 and 75 words in length.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE SPANISH

UNIT 9

"UNAS VACACIONES EN PERU"

In Spanish, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

BASIC

1. memorize and recite the dialogue on page 155.
2. correctly spell selected vocabulary from the dialogue (p. 155).
3. answer questions based on the dialogue to demonstrate comprehension (pp.157-158).
4. given a word in English from the supplement, the student will restate the word in Spanish (pp.156-157).
5. given a sentence containing the stem-changing verbs on pages 159-160, (volver, poder, llover, dormir) and the stem-changing verbs on page 80 (encontrar, costar, recordar, and jugar), the student will restate the sentence making the necessary changes as the subject is changed.
6. given a cue of the type: Estudio ahora, the student will transform the sentence to the immediate future using the correct form of the IR + A construction, Voy a estudiar mañana. (p. 161).
7. given a sentence and a cue of the type: Escribo una carta. (a él), the student will restate the sentence using the appropriate indirect object pronoun and placing it before the verb: Le escribo una carta (pp. 162-163).
8. given a sentence and a cue of the type: Escribo una carta (a Juan) the student will restate the sentence adding the indirect object pronoun before the verb and keeping the cue in parentheses: Le escribo una carta a Juan. (pp. 162-166).
9. given sentences containing verbs that use indirect objects (encantar, gustar, parecer, and pasar) the student will restate the sentence using the appropriate indirect object as indicated (p.168).
10. given elements of the type: escribo / carta / mis tíos, the student will form a complete sentence adding the necessary items:
    Les escribo una carta a mis tíos (p.170).
11. write selected exercises from the textbook and/ or worksheets.

ADVANCED

12. translate a given section of the narrative, "Jeem, Beel, y Beector" pp. 173-175.
13. correctly spell selected recombined vocabulary from the narrative (pp. 173-175).
14. answer questions based on a given dialogue or narrative (see pp. 171-175).
15. given sentences in English, the student will restate them in Spanish using the vocabulary and grammar learned thus far.
16. select the correct response on a listening comprehension test.
17. a. Write a composition in Spanish on one of the following topics:
    A. You are a fortune teller about to predict the future of a young man (or young woman). Predict the future using the IR + A + Infinitive construction.
    example: Usted va a viajar en barco a Peru a mediados de julio. Viaja con un amigo muy guapo (o una amiga muy guapa) Ustedes van a tener un buen tiempo. Despues ustedes van a.....

B. Write about your vacation using the IR + A + Infinitive construction. Your composition should include:

a. When will you go on vacation?
b. Where will you go, why?
c. Who will you visit?
d. Who will go with you?
e. What will you do (see)?
f. What is your favorite vacation, why?

Both compositions are to be from 50 to 100 words in length.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE SPANISH

UNIT 10

"MAL SERVICIO TELEFÓNICO"

In Spanish, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

BASIC

1. memorize and recite the dialogue on page 177.
2. correctly spell selected vocabulary from the dialogue (p. 177)
3. answer questions based on the dialogue to demonstrate comprehension (pp. 179-180).
4. given a word in English from the supplement, the student will restate the word in Spanish (pp. 178-179).
5. given a sentence containing a verb in the present perfect tense, the student will restate the sentence, making the necessary changes as the subject is changed (pp. 181-182).
6. given a sentence in the present tense, the student will restate it in the present perfect tense (181-182). Nunca comes en ese restaurante = Nunca has comido en ese restaurante.
7. given sentences containing the expression "acabar de" the student will restate the sentence making the necessary changes as the subject is changed. The student will also respond with a complete sentence using "acabar de" in response to a cue of the type: I have just left. (Acabo de salir) (p. 184).
8. given a cue of the type: El banco está (closed) the student will complete the sentence using the appropriate past participle as an adjective (with correct adjective agreement) El banco está cerrado. (p. 185).
9. add the indicated "limiting adjectives", placing them in the proper position in a complete sentence (with correct adjective agreement) (pp. 187-188).
10. differentiate between the verbs SABER and CONOCER and use the correct form of the verb as indicated.
11. write selected exercises from the textbook and/ or worksheets.

ADVANCED

12. translate a given section of the narrative "El teléfono" (pp.194-195).
13. correctly spell selected recombined vocabulary from the narrative (pp. 194-195).
14. answer questions based on a given dialogue or narrative (see PP. 192-196).
15. given sentences in English, the student will restate them in Spanish using the vocabulary and grammar learned thus far.
16. select the correct response on a listening comprehension test.
17. write a composition in Spanish about the use of the telephone in your house. Your paragraph should include:
    a. Do you use the telephone very much?
    b. Where is (are) the telephone(s) in your house located?
    c. What person in your family uses the telephone a great deal? Do they have "telefonitis?"
    d. Does your father (mother) use the telephone very much or is it monopolized by the rest of the family?
    e. Could you live without a telephone or is it a necessary part of your life?

The composition is to be from 50 to 100 words in length.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE SPANISH

"UN DICTADO"

In Spanish, using correct pronunciation, rhythm, and intonation OR using correct spelling and syntax, the student will:

BASIC

1. memorize and recite the dialogue on page 199.
2. correctly spell selected vocabulary from the dialogue (p.199)
3. answer questions based on the dialogue to demonstrate comprehension (p.201)
4. given a word in English from the supplement, the student will restate the word in Spanish (p. 200).
5. given a sentence containing one of the stem-changing verbs on pages 202-203 (pedir, seguir, repetir, and servir), the student will restate the sentence making the necessary changes as the subject is changed.
6. given a sentence containing the verb DECIR, the student will restate the sentence making the necessary changes as the subject is changed (p. 204).
7. given the infinitive form of a verb the student will state the appropriate present participle (llamar = llamando) (pp206-208).
8. given sentences containing verbs in the present progressive tense, the student will restate the sentence making the necessary changes for the auxiliary verbs as the subject is changed (the present participle will NOT be changed)(pp.206-208).
9. given a statement in the affirmative the student will restate it in the negative using the new terms on pages 209-211).
10. given a cue of the type: la pluma (my) the student will respond using the correct form of the possessive adjective = mi pluma (pp.212 - 214).
11. given a sentence in which it is obvious who the possessor is, the student will use the appropriate definite rather than a possessive adjective = Tengo algo en el ojo. (p. 214).
12. given a question the student will answer immediately and in a complete sentence, using the vocabulary and grammar learned thus far. He will answer in both the affirmative and the negative.
13. write selected exercises from the textbook and/ or worksheets.

ADVANCED

14. translate a given section of the narrative, "America y los americanos" (pp.220-221)
15. correctly spell selected recombined vocabulary from the narrative (pp220-221).
16. answer questions based on a given dialogue or narrative (see pp.218-221).
17. given sentences in English the student will restate them in Spanish using the vocabulary and grammar learned thus far.
18. select the correct response on a listening comprehension test.
19. write a composition in Spanish about your day at school or one of your classes. The paragraph must be written in both the present progressive and present tenses and it is to be from 50 to 100 words in length. You should mention the classes that you attend, the times of the classes, the various activities, how you spend your lunch period, etc.

----OR----

Prepare a Spanish newspaper complete with title and pictures. Conduct an interview with another student or teacher. Pretend that they are a famous person and publish the results of the interview (in Spanish). Sample questions would be:

a. what do you do (or not do)?
b. what do you think of your school, your classes, teachers, classmates, your life at school?
c. what do you like to do after school?

You may wish to conduct an imaginary interview with a famous person. The newspaper article must be written in both the present progressive and present tenses and it is to be from 50 to 100 words in length.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE SPANISH

UNIT 12

"LA TECNICA DE LA MUJER"

In Spanish, using correct pronounciation, rhythm, and intonation, or using correct spelling and syntax, the student will:

BASIC

1. memorize and recite the dialogue on page 223.
2. correctly spell selected vocabulary from the dialogue (p. 223)
3. answer questions based on the dialogue to demonstrate comprehension (pp.225-226).
4. given a word in English from the supplement, the student will restate the word in Spanish (pp.224-225).
5. given a cue of the type: Digo el numero, the student will restate the sentence, replacing the underlined phrase with the appropriate direct object pronoun = Lo digo (pp. 227-228).
6. determine whether a given verb requires a direct or indirect object pronoun (p.230).
7. given a cue of the type: Nunca viene sin (calling), the student will use the appropriate infinitive as the object of a preposition = Nunca viene sin llamar (p.232)
8. given a cue of the type: Una amiga dice eso (of mine), the student will restate the sentence using the appropriate long form possessive adjective, in its proper position in the sentence = Una amiga mia dice eso. (pp.234-235).
9. given a cue of the type: Spanish es facil, the student will restate the sentence, with the appropriate Spanish word and the generic use of the definite article = El español es facil. (p.237)
10. given a question the student will answer immediately and in a complete sentence, using the vocabulary and grammar learned thus far.
11. write selected exercises from the textbook and/ or worksheets.

ADVANCED

12. translate a given section of the narrative: "El nuevo mundo" (pp.242-243).
13. correctly spell selected recombined vocabulary from the narrative (pp.242-243).
14. answer questions based on a given dialogue or narrative (see pp. 240-243).
15. given sentences in English, the student will restate them in Spanish using the vocabulary and grammar learned thus far.
16. select the correct response on a listening comprehension test.
17. prepare one of the following in Spanish:
    A. You are a travel agent, prepare a travel brochure to the Spanish-speaking country (countries) of your choice. You should include:
        1) pictures of the area (identifying and describing them)
        2) draw a map of each city that your "clients" will tour
        3) describe the principle things that you will do and see in each city
        4) include a schedule of the dates and times of the various activities for the tour
        5) the name of the airlines or cruise company, the dates and places of departure and arrival, and the fares in pesos
    B. You are interested in taking a tour of another county. Write an original conversation between yourself and the travel agent(s). The composition is to be from 50 to 100 words in length.

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EIGHTH GRADE SPANISH

UNIT 13

"LAS QUINCE PRIMAVERAS"

In Spanish, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

BASIC

1. memorize and recite the dialogue on page 245.
2. correctly spell selected vocabulary from the dialogue (p. 245)
3. answer questions based on the dialogue to demonstrate comprehension (pp.247-248).
4. given a word in English from the supplement, the student will restate the word in Spanish (pp.246-247).
5. given a cue of the type: He (hacer) la lista, the student will restate the sentence using the correct form of the past participle = He hecho la lista (p.248).
6. given a sentence containing a verb that uses a reflexive pronoun, the student will restate the sentence, making the necessary changes for the verb and the reflexive pronoun as the subject is changed (pp.251 - 253).
7. distinguish between the verbs that always require a reflexive pronoun, and those that use a reflexive pronoun to obtain a certain meaning. (pp. 254-255).
8. given cues of the type: alumnos/ siempre/ presentarse/ tarde, the student will add all of the necessary elements to form a complete and correct sentence. = Los alumnos siempre se presentan tarde. (see pp. 259 - 260).
9. given a question the student will answer immediately and in a complete sentence, using the vocabulary and grammar learned thus far. He will answer in both the affirmative and the negative.
10. write selected exercises from the textbook and/ or worksheets.

ADVANCED

11. translate a given section of the narrative: "Problemas entre hermanos" (pp.262-263).
12. correctly spell selected recombined vocabulary from the narrative (pp.262-263).
13. answer questions based on a given dialogue or narrative (see pp. 260-263).
14. given sentences in English, the student will restate them in Spanish using the vocabulary and grammar learned thus far.
15. select the correct response on a listening comprehension test.
16. prepare one of the following in Spanish:

    A. Describe a television program. You should use the questions on page 263, under the Conversation Stimulus, as a guide (75 to 100 words in length).

    B. Prepare your own television program. You may wish to do a newsbroadcast, a quiz show, a panel discussion, or a "soap opera" (You may wish to present your program to the class). Further instructions will be given in class.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE SPANISH

UNIT 14

"REGRESO DE LOS ESTADOS UNIDOS"

In Spanish, using correct pronunciation, rhythm, and intonation, or using correct spelling and syntax, the student will:

BASIC:

1. memorize and recite the dialogue on page 265.
2. correctly spell selected vocabulary from the dialogue (p.265).
3. answer questions based on the dialogue to demonstrate comprehension (pp.267-268).
4. given a word in English from the supplement, the student will restate the word in Spanish (pp.266-267).
5. given a cue of the type: Me da el libro, the student will restate the sentence, replacing the underlined phrase with the correct object pronoun, and placing it in its proper position in the sentence = Me lo da. (pp. 269-270).
6. given a cue of the type: Me lo va a comprar, the student will restate th sentence, using the appropriate object pronouns and placing them in the correct position in the sentence = Va a comprarmelo. (pp. 273-274).
7. given a cue of the type: La maleta negra, the student will restate the sentence, using the process of nominalization = La negra. He will also perform this process with demonstrative adjectives, Esa maleta = Esa. (pp.275-276).
8. given elements of the type: Juan/ Pedro/ (alto), the student will construct a comparative sentence, adding the necessary elements and having proper agreement, = Juan es más alto que Pedro. (pp. 278-279).
9. given elements of the type: María es/ chica/ linda/ mundo, the student will form a superlative sentence, adding the necessary elements, María es la chica más linda del mundo. (p. 279, #5).
10. given a question, the student will answer immediately and in a complete sentence, using the vocabulary and grammar learned thus far.
11. write selected exercises from the textbook and/ or worksheets.

ADVANCED:

12. translate a given section of the narrative: "Folklore de pueblo chico" (pp.285-287).
13. correctly spell selected recombined vocabulary from the narrative (pp.285-287).
14. answer questions based on a given dialogue or narrative (see pp. 283-287).
15. given sentences in English, the student will restate them in Spanish, using the vocabulary and grammar learned thus far.
16. select the correct response on a listening comprehension test.
17. prepare one of the following in Spanish, both compositions must use comparatives and superlatives, and be from 75 to 100 words in length:
    A. write a description of a family, your composition should include:
        1) Who's family is it?
        2) Who's the tallest, youngest, most intelligent, etc.?
        3) Who's the nicest, meanest, most unusual, why?
    B. imagine yourself in the following situation:
        ¡Soy más alto que todo el mundo! (Soy más bajo que todo el mundo).

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE SPANISH

UNIT 15

"LOS ÚLTIMOS DÍAS"

In Spanish, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

BASIC:

1. memorize and recite the dialogue on page 289.
2. correctly spell selected vocabulary from the dialogue (p. 289).
3. answer questions based on the dialogue to demonstrate comprehension (p.291-292).
4. given a word in English from the supplement, the student will restate it in Spanish (pp.290-291).
5. given a sentence with a 2 verb construction, the student will restate the sentence, making the necessary changes as the subject is changed (p. 293).
6. given a sentence with a 2 verb construction, in which the verb requires A, DE, or Que, the student will restate the sentence, making the necessary changes as the subject is changed (p. 295).
7. given a cue of the type: Seguro, the student will add the appropriate ending to form an adjective of the type: seguramente (pp.297-298).
8. given a cue of the type: Juan es guapo. Su hermano, también, the student will construct a correct and complete comparative sentence of the type: Su hermano es tan guapo como Juan. (pp.299-300).
9. given a question the student will answer immediately and in a complete sentence, using the vocabulary and grammar learned thus far.
10. write selected exercises from the textbook and/ or worksheets.

ADVANCED:

11. translate a given section of the narrative: "Carta de un alumno costarricense", (pp. 305-308).
12. correctly spell selected recombined vocabulary from the narrative (pp. 305-308).
13. answer questions based on a given dialogue or narrative (see pp. 303-309).
14. given sentences in English, the student will restate them in Spanish, using the vocabulary and grammar learned thus far.
15. select the correct response on a listening comprehension test.
16. write a composition (in Spanish) and be prepared to speak about it orally (in Spanish). The composition is to be from 75 to 100 words in length, and should follow the Conversation Stimulus on page 309. The topic is: Un lugar ideal. Sample questions to be included are on page 309.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE ART

OBJECTIVES

By the end of the Grade 8 art program, most students should be able to:

1. identify the need and some means by which individuals can aid in the development and maintenance of an aesthetic environment.
2. demonstrate an appreciation for art by buying and/or collecting art (decals, patches, posters, etc.) and/or art or craft materials.
3. identify the role of the visual arts in society and in their personal experiences.
4. distinguish between careers in commercial art and careers in fine art.
5. indicate a preference from a group of art works and state a criteria for the selection.
6. recognize and name some compositional elements in several art forms (balance, rhythm, harmony, etc.)
7. translate the meaning of conventional symbols commonly depicted in works of art.
8. identify the themes of specific works of art.
9. describe their emotional response to a work of art.
10. relate to a particular artist as an individual.
11. identify a particular set of art works by culture or historical period.
    (These works will be highly characteristic of several major art sources such as Prehistory, Egyptian, Greek, Chinese, African, Medieval, Renaissance, Impressionism, Cubism, Op or Pop.)
12. select works of art, architecture, or craft that are similar or different in composition.
13. compare consumer products for aesthetic quality and functionality.
14. identify the design structure in certain natural forms.
15. distinguish between geometric and organic design.
16. produce a work of art in any medium that comments on a current social or environmental condition or theory.

17. produce a work of art or craft that has a particular kind of order or variety.

18. produce a work of art based on a color harmony.

19. produce works of art that incorporate:
    a. ready-made objects or surfaces.
    b. natural materials or forms.
    c. one-point linear perspective.

20. demonstrate the use of drawing materials and tools.

21. demonstrate an ability to mix secondary colors with some control of value.

22. demonstrate the proper care and safe use of additional tools, materials, and processes.

Note: Advanced objectives will be delineated as the units progress.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

ADVANCED BAND/ ORCHESTRA - GRADE 8

OBJECTIVES

A. The student will be able to demonstrate, when using his instrument, the following playing skills:

* 1. producing correct articulation and rhythmic patterns when playing selected musical compositions.
2. holding the instrument correctly.
3. assuming correct playing position.
* 4. using correct fingering.
5. controlling tone quality of his instrument.
* 6. producing correct intonation.
7. playing his instrument in tune.
8. using a wide range of dynamics.
9. performing musical selection through sight reading.

* B. During group playing, the student will be able to perform a musical selection through executing (following) the band director's instructions and/or signals for:
1. meter
2. pitch
3. dynamics (loudness, softness)
4. key signature
5. phrasing and balance
6. composer's style

* The asterisks indicate basic objectives.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE HOME ARTS

OBJECTIVES

By the end of Grade 8, most students should be able to:

1. select foods of high nutritive quality.
2. formulate and use a plan of work for meal preparation.
3. prepare lunches and suppers combining foods to meet a day's nutritional requirement.
4. serve foods, using variations in table service and creative settings.
5. apply hang tag information to clothing care.
6. perform laundering processes.
7. organize clothing, using a plan for storage.
8. use the sewing processes taught in Grade 8.
9. develop competence in pattern use.
10. select clothing, applying consumer learnings.
11. develop means of managing time, energy, and personal resources.
12. plan a program for maintaining personal grooming based on individual needs.
13. construct a creative accessory for individual living space.
14. plan and/or arrange a room for sharing, including centers of activity and traffic patterns.
15. use a plan for care of their living spaces.

Note: Advanced objectives will be delineated as the units progress.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE INDUSTRIAL ARTS

UNIT 1: DRAWING AND PLANNING

OBJECTIVES

The student will be able to:

* 1. Make multiview sketches of objects assigned by teacher.

* 2. Sketch isometric and oblique drawings.

* 3. Dimension pictorial drawings.

* 4. Sketch a working drawing of an object to be constructed.

* 5. List procedures to be followed in the construction of the object drawn.

* 6. Prepare a bill of materials for the object selected.

ADDITIONAL OBJECTIVES - drawings assigned by the teacher

7.

8.

9.

10.

11.

12.

* = Basic Objectives

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EIGHTH GRADE INDUSTRIAL ARTS

UNIT II LINE PRODUCTION

OBJECTIVES

The student will be able to:

* 1. Identify twenty common items that have been line-produced.

* 2. Design a product for possible line production, meeting standards set up by the class.

* 3. Present his design to the class for critical evaluation.

* 4. Work as a committee member in setting up the industry.

* 5. Play the role of an executive in an industrial organization.

* 6. Play the role of a laborer on the production line.

* 7. Construct a pilot model of a product.

* 8. Analyze the product regarding design, function, and consumer appeal in class discussions.

* 9. Identify the importance of jigs and fixtures in the line production of construction of product.

*10. Construct and design jigs and fixtures needed to build the product.

*11. Describe the function of the financial, manufacturing, and merchandising divisions of an organization in a one page report.

*12. Analyze the pilot run to determine "bottlenecks" and "bugs" in class reports.

*13. Discuss the significance of both quality and accuracy of the product in class reports.

*14. Work from a common plan to produce identical products.

ADDITIONAL OBJECTIVES:

In depth production work, related to the 14 basics, assigned by teacher as set up by student:

15.

16.

17.

* = Basic Objectives

COLONEL E. BROOKE LEE JUNIOR HIGH
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EIGHTH GRADE INDUSTRIAL ARTS

UNIT III GRAPHIC COMMUNICATIONS

OBJECTIVES:

The student will be able to:

*1. Identify the various graphic arts processes by building, in a small group of students, a graphic depiction of each process using a 2' x 4' plywood as a base.

*2. As a part of the group work, describe the historical growth of the graphics industry as studied in your group and report it to the whole class in an oral report.

*3. Identify the various foundry type faces and sizes we use in letterpress printing.

*4. Use the California Job case to locate and return type for your printing jobs.

*5. Use a line guage in planning a layout for a letterpress job.

*6. Justify a line of type in a composing stick.

*7. Set type correctly for printing following your layout plans.

*8. Take a proof copy of the job. File with your teacher.

*9. Clean and redistribute type into job case correctly as proven by a before and after check.

*10. Lock up type to be printed.

*11. Set up and operate hand platen press.

ADDITIONAL OBJECTIVES:

Objectives which the student wishes to set up for himself during this unit:

12.

13.

14.

* = Basic Objectives

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MUSIC 8

OBJECTIVES:

The student will be able to:

BASIC:

1. Identify, from a given period in history, specific
   *a. composers
   *b. performers
   *c. forms and/or compositions
   *d. musical styles

2. Point out or summarize
   *a. ways in which he can use music in his life.
   *b. ways through which music can influence or enrich his life.

*3. Use reference materials to obtain information on one of the following:
   a. composers
   b. performers
   c. forms, or
   d. musical styles.

ADVANCED:

4. use reference materials to obtain information on one of the following:
   a. characteristics of music of various times and cultures,
   b. forces that influence the differences in music of various times and cultures, or
   c. other art forms of various times and cultures.

5. discriminate among the characteristics of music of various times and cultures.

6. categorize the forces that influence and differences in music of various times and cultures.

7. relate the characteristics of music in a given period of time and place to other art forms of the same time and place.

* An asterisk in front of a letter indicates a basic objective. Objectives which do not have an asterisk are advanced objectives. There are 7 basic objectives and 4 advanced objectives.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION EIGHTH GRADE UNITS

BOYS	GIRLS
1 softball +	1 archery
2 football +	2 golf
3 soccer +	3 soccer
4 basketball +	4 speedaway
5 volleyball	5 field hockey
6 gymnastics +	6 basketball
7 wrestling +	7 volleyball
8 family life education	8 family life education
9 track & field	9 gymnastics
10 conditioning +	10 dance +
11 archery	11 track & field
12 golf	12 softball

\+ The objectives for these units will be handed out at a later time.

* Objectives with an asterisk are basic objectives. All others are advanced unless otherwise indicated.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 5

EIGHTH GRADE VOLLEYBALL (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student performs the dig or the volley so that approximately half of the time the ball is sent over the net into the court or to a teammate.
4. The student performs the volley with good form, accuracy, and power.
5. The student performs the dig with good form and accuracy.

*6. The student executes the underhand serve, being successful most of the time.
7. The student executes the overhand serve with some success.
*8. The student uses some strategy when playing by moving with the ball, sending the ball to another player when not in a good position to get the ball over the net, and anticipating where the ball will go.
9. The student uses good strategy when playing by moving with the ball, sending the ball to another player when not in a good position to get the ball over the net, anticipating where the ball will go, occasionally setting the ball up to a teammate, attempting a spike or a block.

Basic = 4 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 8

FAMILY LIFE EDUCATION (BOYS)

BASIC OBJECTIVES

The student will be able to:

* 1. Define and locate specific (or other vital) organs in the female and male reproductive system.
* 2. Define the sex hormones contributing to the development of secondary sex characteristics of male and female.
* 3. Differentiate between internal and external male and female sex organs.
* 4. Differentiate between masturbation and ejaculation.
* 5. Describe the helpful and harmful effects of masturbation.
* 6. Determine the length of time an egg usually remains in the fallopian tube.
* 7. Describe the variations in patterns of the menstrual cycle.
* 8. Describe the stages of growth from the prenatal period to birth.
* 9. Describe in detail the birth of the baby.
* 10. Differentiate between identical and fraternal twins.
* 11. Cite the need for medical care during pregnancy.
* 12. Name and describe the two principal venereal diseases.
* 13. Describe the mode of transmission of the syphilis bacteria.
* 14. Describe the symptoms and signs of syphilis in the primary and secondary stages.
* 15. Define a chancre.
* 16. Explain how syphilis may be detected.
* 17. Name and describe some tests for syphilis.
* 18. List the ways to prevent syphilis infection.
* 19. Cite the need for reporting all recent sexual contacts to the Public Health officials and/or private physician.
* 20. Define gonorrhea.
* 21. Explain the mode of transmission of the gonococous germ.
* 22. List the symptoms and signs of gonorrhea in male and female.
* 23. Explain the main difficulty in discovering gonorrhea in the female.
* 24. Describe the results of untreated gonorrhea in both female and male.
* 25. Explain how gonorrhea is detected.
* 26. List various ways to prevent gonorrhea.

ADVANCED OBJECTIVES

The student will be able to:

1. Explain the difficulty in studying the reproductive system.
2. Explain why reproduction is more than a biological act.
3. Explain how wholesome attitudes affect a person's sex conduct.
4. List the functions of the specific endocrine glands contributing to development and growth.
5. Describe the functions of seminal emission performance.
6. Determine the life span of the sperm cell after the act of penetration.
7. Determine the period of ovulation.
8. List the causes of premenstrual tension.
9. Explain why the menstrual flow ceases during pregnancy.
10. Define the term menopause.
11. List the average age of occurrence of menopause.
12. Cite the need for understanding of the menopause period by others (immediate family).
13. Explain how the sex of the baby is determined by the father.

14. Explain how the fetus is protected during pregnancy.
15. Explain the reason for a Caesarean section.
16. Explain the occurrence of multiple births.
17. Explain how the embryo is nourished.
18. Describe three vital functions carried on in the uterus during prenatal growth and development.
19. Explain pregnancy interruption due to spontaneous and induced abortions.
20. Determine the kind of professional service or specialists needed for prenatal, natal, and postnatal care.
21. Account for congenital ailments and birth defects (birth abnormalities).
22. Cite the joys, consequences, and responsibilities of bringing a new life into existence.
23. List three influences that shape one's personality.
24. List two important attributes of civilized man relating to the reproductive system.
25. Trace the history of venereal diseases.
26. Identify the organs permanently affected in the latent stage of syphilis.
27. Describe the results of tertiary syphilis.
28. Contrast the germs causing syphilis and gonorrhea.
29. Explain how syphilis may be transmitted to the unborn child.
30. Describe possible results with and without treatment of syphilis during pregnancy.
31. Identify areas where the chancre may appear.
32. List the antiebiotic most commonly used to treat syphilis.
33. Explain the importance and effectiveness of blood test requirements in some states before marriage.
34. Identify sources where information and assistance may be obtained for diagnosis and treatment of venereal diseases.
35. Describe the germ causing gonorrhea.
36. Distinguish between gonorrhea and syphilis infections.
37. Explain how gonorrhea may be contracted at birth.
38. Explain why most states require eye treatment o f all newborn infants.
39. Name some of the medications that may be used for treating the eyes of the newborn to avoid possible blindness.
40. List the permanent results of untreated gonorrhea.
41. Determine the need for professional diagnosis and treatment of gonorrhea.
42. State reasons for immediate diagnosis and treatment when in doubt of either gonorrhea or syphilis infection.

Basic = 26 Advanced = 42

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 9

EIGHTH GRADE TRACK AND FIELD (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student scores an average of 45% on the President's Fitness Test.
4. The student scores an average of 75% on the President's Fitness Test.
*5. The student performs the long jump and high jump with reasonable form.
6. The student performs the long jump and the high jump with good form and distance or height.
7. The student makes an extra effort to pass all objectives and participates to his/her utmost in all activities - needs not be prodded to run laps, takes extra practices, works on own without direct supervision.

Basic = 3 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 11

EIGHTH GRADE ARCHERY (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student follows all safety procedures established in class.
*4. The student shoots an arrow using reasonable form (3 fingered draw, sideways stance, bow arm straight, an anchor point, cock feather and arrow placed correctly on bow, some attempt at aiming, and a release) and occasionally hits the target.
5. The student shoots an arrow with good form (3 fingered draw, sideways stance, bow arm straight, elbow of draw arm held horizontal, anchor point with string touching nose and lips or a comparable one, cock feather and arrow placed correctly on bow, arrow remains flush to bow throughout draw, aim, and release is made by merely opening the fingers) and occasionally hits the target.
6. The student shoots an arrow with good form and hits the target with an average score of 4 per arrow.

Basic = 3 Advanced = 3

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 12

BEGINNING GOLF (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student demonstrates good form on at least 3 of the following components using a wood or an iron: (1) grip, (2) stance, (3) backswing, (4) downswing, (5) follow through, (6) contact with the ball.
4. The student demonstrates good form on at least 5 of the above components using a wood or an iron.
*5. The student achieves at least a 5 above par for an average score on the school course.
6. The student achieves at least a 1 above par for an average score on the school course.
*7. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 70% accuracy.
8. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 90% accuracy.

Basics = 4 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 1

EIGHTH GRADE ARCHERY (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student follows all safety procedures established in class.
*4. The student shoots an arrow using reasonable form (3fingered draw, sideways stance, bow arm straight, an anchor point, cock feather and arrow placed correctly on bow, some attempt at aiming, and a release) and occasionally hits the target.
5. The student shoots an arrow with good form (3 fingered draw, sideways stance, bow arm straight, elbow of draw arm held horizontal, anchor point with string touching nose and lips or a comparable one, cock feather and arrow placed correctly on bow, arrow remains flush to bow throughout draw, aim, and release is made by merely opening the fingers) and occasionally hits the target.
6. The student shoots an arrow with good form and hits the target with an average score of 4 per arrow..

Basic = 3 Advanced - 3

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 2

BEGINNING GOLF (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student demonstrates good form on at least 3 of the following components using a wood or an iron: (1) grip, (2) stance, (3) backswing, (4) downswing, (5) follow through, (6) contact with the ball.
4. The student demonstrates good form on at least 5 of the above components using a wood or an iron.
*5. The student achieves at least a 5 above par for an average score on the school course.
6. The student achieves at least a 1 above par for an average score on the school course.
*7. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 70% accuracy.
8. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 90% accuracy.

Basics = 4 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 3

EIGHTH GRADE SOCCER (GIRLS)

OBJECTIVES

*1. Student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. Student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. Student dribbles the ball using both feet and keeps ball in control most of the time.

4. Student dribbles the ball using both feet, keeping ball in control most of the time, and occasionally maneuvers around opponents.

*5. Student receives the ball with control some of the time.

6. Student receives the ball with control most of the time, using different body parts to trap the ball.

*7. Student kicks (passes) the ball with force and some direction.

8. Student kicks (passes) the ball with force and direction to a player or an open space.

*9. Student plays her position effectively by staying in her own area, not interfering with her own defense (or offense as the case may be), passing balls to other teammates, tackling back, etc.

*10. Student applies the rules and strategy of soccer to written game situations with 70% accuracy.

11. Student applies the rules and strategy of soccer to written game situations with at least 85% accuracy.

Basic = 6 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 4

SPEED-A-WAY (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student dribbles the ball with control most of the time.
4. The student dribbles the ball with control all of the time, being able to dodge opponents and maneuver in spaces.
*5. The student kicks the ball from a run.
6. The student passes the ball from a run to a teammate or open space.
*7. In a non-game situation, the student converts a ground ball to an aerial ball by most of the methods taught in class.
8. The student occasionally converts a ground ball to an aerial ball in a game.
9. The student punts the ball effectively.
10. The student drop kicks the ball from within the penalty area, over the cross bar and between the goal posts.
*11. The student demonstrates knowledge of basic strategy and rules during a game.

Basic = 5 Advanced = 6

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 5

EIGHTH GRADE FIELD HOCKEY (GIRLS)

OBJECTIVES

1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student applies knowledge of field hockey rules, strategies, and skill techniques to written game situations with 70% accuracy.
4. The student applies knowledge of field hockey rules, strategies, and skill techniques to written game situations with 85% accuracy.
*5. In a game situation, the student controls the ball with approximately 50% success. Controlling the ball includes such skills as receiving and collecting the ball from others, stopping the ball, passing the ball purposefully rather than just hitting it, etc.
6. In a game situation, the student controls the ball most of the time.
*7. In a game situation, the student demonstrates some knowledge of playing her position, and staying in her area.
8. In a game situation, the student demonstrates knowledge of playing her position and staying in her area, yet knowing when to switch and cover, and coordinates her efforts with teammates.
9. In a game situation, the student shows definite efforts in using different strategies (swinging the ball from one side to another, passing to spaces or free players, timing her tackles, etc.).

Basic = 4 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

EIGHTH GRADE BASKETBALL (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student applies knowledge of rules and strategy in basketball to written game situations with 70% accuracy.
4. The student applies knowledge of rules and strategy in basketball to written game situations with 85% accuracy.

In game play the student:

*5. Controls the ball most of the time while dribbling and does so usually at the proper time.
6. Most of the time, controls the ball while dribbling, dribbles at the proper time, changes hands, and maneuvers around opponents.
*7. Executes at least 2 different passes with force and accuracy.
8. Executes a variety of passes with force and accuracy.
*9. Shoots, using good form, most of the time at the appropriate moment.
10. Shoots, using good form, most of the time at the appropriate moment, and is successful about half the time.
*11. Demonstrates knowledge of player-player and zone defense: 1) player-player - staying with opponent and trying to keep between her opponent and the basket. 2) zone - playing in own area and moving with the ball.
12. Plays offensively by moving and passing the ball to teammates, drives into open spaces and occasionally performs a lay up, and cuts into free areas.

*13. Displays good sportmanship and teamwork with others.

Basic = 7 Advanced = 6

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 7

EIGHTH GRADE VOLLEYBALL (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student performs the dig or the volley so that approximately half of the time the ball is sent over the net into the court or to a teammate.
4. The student performs the volley with good form, accuracy, and power.
5. The student performs the dig with good form and accuracy.
*6. The student executes the underhand serve, being successful most of the time.
7. The student executes the overhand serve with some success.
*8. The student uses some strategy when playing by moving with the ball, sending the ball to another player when not in a good position to get the ball over the net, and anticipating where the ball will go.
9. The student uses good strategy when playing by moving with the ball, sending the ball to another player when not in a good position to get the ball over the net, anticipating where the ball will go, occasionally setting the ball up to a teammate, attempting a spike or a block.

Basic = 4 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 8

FAMILY LIFE EDUCATION (GIRLS)

BASIC OBJECTIVES

The student will be able to:

* 1. Define and locate specific (or other vital) organs in the female and male reproductive system.
* 2. Define the sex hormones contributing to the development of secondary sex characteristics of male and female.
* 3. Differentiate between internal and external male and female sex organs.
* 4. Differentiate between masturbation and ejaculation.
* 5. Describe the helpful and harmful effects of masturbation.
* 6. Determine the length of time an egg usually remains in the fallopian tube.
* 7. Describe the variations in patterns of the menstrual cycle.
* 8. Describe the stages of growth from the prenatal period to birth.
* 9. Describe in detail the birth of the baby.
* 10. Differentiate between identical and fraternal twins.
* 11. Cite the need for medical care during pregnancy.
* 12. Name and describe the two principal venereal diseases.
* 13. Describe the mode of transmission of the syphilis bacteria.
* 14. Describe the symptoms and signs of syphilis in the primary and secondary stages.
* 15. Define a chancre.
* 16. Explain how syphilis may be detected.
* 17. Name and describe some tests for syphilis.
* 18. List the ways to prevent syphilis infection.
* 19. Cite the need for reporting all recent sexual contacts to the Public Health officials and/or private physician.
* 20. Define gonorrhea.
* 21. Explain the mode of transmission of the gonococcus germ.
* 22. List the symptoms and signs of gonorrhea in male and female.
* 23. Explain the main difficulty in discovering gonorrhea in the female.
* 24. Describe the results of untreated gonorrhea in both female and male.
* 25. Explain how gonorrhea is detected.
* 26. List various ways to prevent gonorrhea.

ADVANCED OBJECTIVES

The student will be able to:

1. Explain the difficulty in studying the reproductive system.
2. Explain why reproduction is more than a biolcgical act.
3. Explain how wholesome attitudes affect a person's sex conduct.
4. List the functions of the specific endocrine glands contributing to development and growth.
5. Describe the functions of seminal emission performance.
6. Determine the life span of the sperm cell after the act of penetration.
7. Determine the period of ovulation.
8. List the causes of premenstrual tension.
9. Explain why the menstrual flow ceases during pregnancy.
10. Define the term menopause.
11. List the average age of occurrence of menopause.

12. Cite the need for understanding of the menopause period by others (immediate family).
13. Explain how the sex of the baby is determined by the father.
14. Explain how the fetus is protected during pregnancy.
15. Explain the reason for a Caesarean section.
16. Explain the occurrence of multiple births.
17. Explain how the embryo is nourished.
18. Describe three vital functions carried on in the uterus during prenatal growth and development.
19. Explain pregnancy interruption due to spontaneous and induced abortions.
20. Determine the kind of professional service or specialists needed for prenatal, natal, and postnatal care.
21. Account for congenital ailments and birth defects (birth abnormalities).
22. Cite the joys, consequences, and responsibilities of bringing a new life into existence.
23. List three influences that shape one's personality.
24. List two important attributes of civilized man relating to the reproductive system.
25. Trace the history of venereal diseases.
26. Identify the organs permanently affected in the latent stage of syphilis.
27. Describe the results of tertiary syphilis.
28. Contrast the germs causing syphilis and gonorrhea.
29. Explain how syphilis may be transmitted to the unborn child.
30. Describe possible results with and without treatment of syphilis during pregnancy.
31. Identify areas where the chancre may appear.
32. List the antibiotic most commonly used to treat syphilis.
33. Explain the importance and effectiveness of blood test requirements in some states before marriage.
34. Identify sources where information and assistance may be obtained for diagnosis and treatment of venereal diseases.
35. Describe the germ causing gonorrhea.
36. Distinguish between gonorrhea and syphilis infections.
37. Explain how gonorrhea may be contracted at birth.
38. Explain why most states require eye treatment of all newborn infants.
39. Name some of the medications that may be used for treating the eyes of the newborn to avoid possible blindness.
40. List the permanent results of untreated gonorrhea.
41. Determine the need for professional diagnosis and treatment of gonorrhea.
42. State reasons for immediate diagnosis and treatment when in doubt of either gonorrhea or syphilis infection.

Basis = 26 Advanced = 42

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 9

EIGHTH GRADE GYMNASTICS (GIRLS)

NOTE:
Each student will be given a brief pre-test to determine what skill level she is on for each event. Evaluation will then be based on her progress at that level.

OBJECTIVES:

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
3. The student overwhelmingly gives of her spare time to assist others.

Beginner Level

*1. In tumbling, the student performs at least 2 new skills with good form.
2. In tumbling, the student performs at least 4 new skills with good form.
*3. In trampolining, the student performs at least 4 new skills with good form.
4. In trampolining, the student performs at least 6 new skills with good form.
*5. In vaulting, the student performs at least 3 new skills with good form.
6. In vaulting, the student performs at least 5 new skills with good form.
*7. On the unevens, the student performs the 1st routine (given in class) with some form and spotting.
8. On the unevens, the student performs the 1st routine with good form and a minimum of spotting.
*9. On the beam, the student performs the 1st routine with some form and spotting.
10. On the beam, the student performs the 1st routine with good form and a minimum of spotting.

Intermediate Level

*1. In tumbling, the student performs at least 1 new skill with good form.
2. In tumbling, the student performs at least 2 new skills with good form.
*3. In trampolining, the student performs at least 3 new skills with good form.
4. In trampolining, the student performs at least 4 new skills with good form.
*5. In vaulting, the student performs at least 2 new skills with good form.
6. In vaulting, the student performs at least 3 new skills with good form.
*7. On the unevens, the student performs the 2nd routine (given in class) with some form and spotting.
8. On the unevens, the student performs the 2nd routine with good form and a minimum of spotting.
*9. On the beam, the student performs the 2nd routine with some form and spotting.
10. On the beam, the student performs the 2nd routine with good form and a minimum of spotting.

Advanced Level

*1. In tumbling, the student performs at least one new skill with good form and a minimum of spotting.
2. In tumbling, the student performs at least one new skill with good form and no spotting.
*3. In trampolining, the student performs at least 2 new skills with good form.
4. In trampolining, the student performs at least 3 new skills with good form.
*5. In vaulting, the student performs at least one new skill with good form and a minimum of spotting.
6. In vaulting, the student performs at least one new skill with good form and no spotting.
*7. On the unevens, the student performs the 3rd routine (given in class) (a similar routine may be substituted) with some form and spotting.
8. On the unevens, the student performs the 3rd routine (or substitute) with good form and a minumum of spotting.
*9. On the beam, the student performs a routine of greater difficulty than routine 2, composed by self, with some form and spotting.
10. On the beam, the student performs a routine of greater difficulty than routine 2, composed by self, with good form and a minimum of spotting and with the routine demonstrating some originality in either skills or combinations of known skills.

Basic = 6 Advanced = 7 (In each of the three levels)

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 11

EIGHTH GRADE TRACK AND FIELD (GIRLS)

OBJECTIVE

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student scores an average of 45% on the President's Fitness Test.
4. The student scores an average of 75% on the President's Fitness Test.
*5. The student performs the long jump and high jump with reasonable form.
6. The student performs the long jump and the high jump with good form and distance or height.
7. The student makes an extra effort to pass all objectives and participates to his/her utmost in all activities - needs not be prodded to run laps, takes extra practices, works on own without direct supervision.

Basic = 3 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

UNIT 12

EIGHTH GRADE SOFTBALL (GIRLS)

OBJECTIVES

*1. Student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. Student follows class procedures, participates in all activities, and is prepared for class all of the time.
* 3. Student catches balls, thrown or hit at moderate speed on the ground or in the air, most of the time.
4. Student catches almost all balls - grounders, flies, line drives - coming near her.

*5. Student throws the ball with some force and accuracy.
6. Student throws the ball with force and accuracy.
*7. Student bats using good form and is successful in hitting the ball most of the time.
8. Student bats using good form and is successful in getting on base most of the time.
*9. Student demonstrates, in a game, knowledge of rules and strategy by knowing when to tag the base or the runner, where to throw, what a foul ball is, etc.

Basic = 5 Advanced = 4

APPENDIX A

REPORT TO PARENTS
Colonel E. Brooke Lee Junior High School
Montgomery County Public Schools, Maryland

_____ Semester 19___ - 19 ___
Grade _____

Student _____ A.U. Teacher _____ Section _____
I.D. Number _____ Counselor _____

Subject and Teachers		V	VI	VII	VIII	IX	X	Attendance 1 / 3 / 2 / 4	Work-Study Skills 1 / 3 / 2 / 4
English	T								1
	✓								2
									3
									4
									5
									6
Hist./Geography	T								1
	✓								2
									3
									4
									5
									6
Math	T								1
	✓								2
									3
									4
									5
									6
Science	T								1
	✓								2
									3
									4
									5
									6
Physical Education	T								1
	✓								2
									3
									4
									5
									6
	T								1
	✓								2
									3
									4
									5
									6
	T								1
	✓								2
									3
									4
									5
									6
	T								1
	✓								2
									3
									4
									5
									6

CODE: Ba = Basic Objective
Ad = Advanced Objectives
T = Total number of objectives in unit or topic
✓ = Number of objectives attained by student
A red line indicates the end of a marking period.
Attendance = Entry indicates number of times student has been absent from class during marking period.

WORK STUDY SKILLS:
1. Bringing Materials to Class
2. Completion of Assignments
3. Working Independently
4. Classroom Participation
5. Respect for Other's Rights
6. Observance of Class Rules

S= Satisfactory
N= Needs Improvement

Prepared by Field Services Division, Dept. of Pupil & Program Appraisal Jn.Gier May 1973