

Reading Curriculum Guide

Course Description: This course follows the eighth grade English Language Arts Next Generation Sunshine State Standards. The purpose of this course is to provide students with a highly stimulating program to develop into more mature readers as well as critical thinkers. Increased emphasis is placed on content reading, higher order thinking, comprehension, and critical reading. Students effectively evaluate, analyze, and discuss literary works from a variety of genres and time periods.

Goals/Objectives:

Students will be able to understand and apply their knowledge to the following state standards:

- Refer to details and examples in a text when explaining what the text says explicitly;
- Use two or more pieces of evidence to support inferences, conclusions, or summaries of text;
- Determine which piece(s) of evidence provide(s) the strongest support for inferences, conclusions, or summaries of text;
- Determine the theme or central idea of a text;
- Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting and plot;
- Provide/create an objective summary of a text;
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision;
- Identify the use of literary techniques within a text;
- Explain how the use of literary techniques within a text advances the plot or reveals aspects of a character;
- Identify and interpret an analogy within a text;
- Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings;
- Compare and contrast the structure of two or more texts;
- Explain how language use contributes to the meaning of a poem or drama;
- Analyze how differences in points of view create such effects as suspense or humor;
- Compare and contrast content presented in text, media, and live performance;
- Compare modern works of literature to the texts from which they draw ideas;
- Read or listen to a variety of texts or adapted texts, including historical novels, periodicals, dramas, plays, poetry (including soliloquies and sonnets), periodicals, biographies, essays, speeches, journals, news articles, fiction, and nonfiction novels;
- Use a variety of strategies to derive meaning from a variety of texts;
- Determine two or more central ideas in a text;
- Use comparisons provided by the text to identify relationships between people or events;
- Determine how analogies in the text create relationships between people or events;
- Use signal words as a means of locating information;
- Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph;

- Determine the structure of a text (e.g., chronological order, compare/contrast, cause/effect, problem/solution);
- Determine how the information in each section contributes to the whole or to the development of ideas;
- Determine an author's purpose for writing the text;
- Identify and evaluate the advantages of different mediums;
- List and evaluate the disadvantages of different mediums;
- Evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea;
- Identify an argument or claim that the author makes;
- Evaluate the claim or argument to determine if it is supported by evidence;
- Identify irrelevant evidence and claims;
- Analyze a case in which two or more texts provide conflicting information on the same topic;
- Identify where the texts disagree on matters of fact or interpretation.

Instructional Methods/Strategies: Students participate in daily lessons and activities according to the current unit. We utilize the Prentice Hall *Literature* textbook in addition to such texts as *Julius Caesar*, *Fahrenheit 451*, and *A Separate Peace* to study, analyze, and discuss the lesson. Each student receives additional practice via classwork and homework assignments. In addition, students are given assessments at the end of each unit to assess mastery of the skills previously taught. The following strategies are incorporated to enhance students' learning experience: anticipatory guides, one pagers, EdHelper, Socratic seminars, KWL charts, graphic organizers, highlighting Strategies, Quizlet, think-pair-share, story maps, IXL, Kahoot, Blooket, jigsaw, cooperative learning, and note taking strategies (Cornell Notes, square notes, annotating the text, and sticky notes).

English Curriculum Guide

Course Description: This course follows the eighth grade English Language Arts Next Generation Sunshine State Standards. The purpose of this course is to provide students with a strong foundation for English writing. Students receive direct instruction in writing forms (persuasive, research-based, narrative, point of view, descriptive, expository, and informative writing), grammar, vocabulary expansion, Latin and Greek roots, and the research process. Students use effective speaking techniques for formal and informal presentations. An emphasis is placed on using a variety of writing strategies to improve all written texts and responses.

Goals/Objectives:

Students will be able to understand and apply their knowledge to the following state standards:

- Write arguments with clear and concise reasons and sufficient elaboration;
- Write informative/expository/narrative/persuasive/point of view/research-based texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;
- Produce clear, cohesive, and coherent writing;
- Decode and appropriately address all writing prompts;
- Introduce a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect;
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
- Use appropriate transitions to clarify the relationships among ideas and concepts;
- Use precise language and domain-specific vocabulary to inform about or explain the topic;
- Establish and maintain a formal style of writing;
- Provide a concluding statement or section that follows from the information or explanation presented;
- Use technology, including the Internet, to produce and publish writing;
- Conduct research using the Internet and print sources that include magazines, periodicals, and textbooks;
- Write routinely over extended time frames (time for research, reflection, and revision); and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences;
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
- Demonstrate mastery of eighth grade grammar lessons;
- Acquire and utilize an extensive vocabulary through direct word study;
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and knowledge of Greek and Latin prefixes, suffixes, and root words;
- Consult print and media reference material (e.g., dictionaries, glossaries, thesauruses) to find pronunciations, meanings, and parts of speech of words;
- Speak with clarity for a variety of purposes, audiences, and contexts.

Instructional Methods/Strategies: Students participate in daily lessons and activities according to the current unit. We utilize the Prentice Hall's *Writing and Grammar* textbook and workbook to study, discuss, and review each grammar and writing lesson. In addition, we use *Wordly Wise Book 8* and *The Reading Teacher's Book of Lists* to study grade-level vocabulary and Greek and Latin roots. Each student receives additional practice via classwork and homework assignments. Moreover, students are given assessments at the end of each unit to evaluate mastery of the skills previously taught. Students focus on becoming skilled writers through the five step writing process that includes planning, drafting, revising, editing, and publishing. Particular attention is paid to expository, descriptive, persuasive, informative, and narrative writing through the creation of essays and formal APA/MLA style compositions. A special emphasis is placed on public speaking through formal lessons and oral presentations. The following strategies are incorporated to enhance students' learning experience: Kansas University Paragraph Writing Strategy, COPS (Capitalization, Organization, Punctuation, Spelling), planning strategies, jigsaw, peer editing strategies, Quizlet, buddy study strategy, RAFT strategy, flip charts, IXL, Kahoot, cooperative learning, Blooket, EdHelper, note cards, and foldables.

Math Curriculum Guide

Course Description: This Algebra I course accelerates our middle school students, who are ready, through what is traditionally a ninth grade course. This text series has proven to be strong and well-balanced. It maintains the quality content for which Pearson is known, with the research-based approach students need. The program fully addresses the Common Core Content Standards and infuses the Standards for Mathematical Practice through the use of Pearson’s *Algebra 1 Common Core* text. This blended print and digital curriculum provides an environment where the teacher can engage students, teach for understanding, and promote mastery for success today and throughout life. It develops students' problem solving skills, improves their conceptual understanding, and provides them with the tools they will need for ongoing mathematical development. Students focus on all functions, relations, expressions, and skills covered by the Common Core Content High School Algebra 1 standards.

Goals/Objectives:

In grade eight, each student should–

Number and Quantity

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
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Rewrite expressions involving radicals and rational exponents using the properties of exponents.
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Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Define appropriate quantities for the purpose of descriptive modeling.
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Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Seeing Structures in Expressions

Interpret expressions that represent a quantity in terms of its context.
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Use the structure of an expression to identify ways to rewrite it.
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Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
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Arithmetic with Polynomials and Algebraic Expressions

Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations

Create equations and inequalities in one variable, and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Reasoning with Equations and Inequalities

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Solve quadratic equations in one variable.

Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior.

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Building Functions

Write a function that describes a relationship between two quantities.

Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Linear, Quadratic, and Exponential Models

Distinguish between situations that can be modeled with linear functions and with exponential functions.

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Interpret the parameters in a linear or exponential function in terms of a context.

Statistics and Probability

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Conditional Probability and Rules of Probability

Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

Instructional Methods/Strategies: The teacher creates a rich and fun learning environment with a variety of opportunities for hands-on activities and games. Students engage in interactive activities that teach concepts and reinforce skills being learned. Children learn through the use of familiar materials and use manipulatives to explore concepts learned, and problem solve. Skills are learned and reinforced through note taking, practice, and application on student iPads. The teacher also uses the Smart Board daily to teach lessons.

Specific resources include, but are not limited to:

- Teacher created SMART charts accompany every lesson. These lessons are downloaded directly to student iPads to work within and create digital interactive notebooks.
- Hands-on manipulatives
- Topic specific math games (card games, board games, etc)
- Digital access for additional support and practice is available through Pearson. This includes a homework help section. Additional technology features include online tools to make math more meaningful and deepen student understanding.
- Khan Academy
- IXL
- Quizizz App
- Quizlet App
- Kahoot
- iTooch
- iMathematics
- Freckle
- 3 Act Tasks
- Brain Pop
- Gizmos
- Blooket
- Teacher created escape rooms using Google Forms
- Interactive online math games

Science Curriculum Guide

Course Description/Objectives: Houghton Mifflin Harcourt’s Science Fusion program provides the ultimate inquiry experience. Every click, page turn, virtual lab, or hands-on activity is an opportunity to learn through inquiry. It creates an exciting multi-modal learning environment fusing print, digital, and hands-on experiences. The students will continue their middle school study of science by building on their life science and physical science background to create a thorough understanding of the Earth and the world around them. This middle school Earth Science course covers all Next Generation Sunshine State Standards under this domain. The students develop an understanding of the Earth, its water, and atmosphere, and how they are related. They also understand space concepts from the Earth, Moon, Sun system extending to the universal level.

Goals/Objectives:

The students will demonstrate understanding of the following NGSSS.

Benchmark	Description	Idea/ Standard
SC.6.E.6.1	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	Earth Structures
SC.6.E.6.2	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	Earth Structures
SC.6.E.7.1	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.	Earth Systems and Patterns
SC.6.E.7.2	Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	Earth Systems and Patterns

SC.6.E.7.3	Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.	Earth Systems and Patterns
SC.6.E.7.4	Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	Earth Systems and Patterns
SC.6.E.7.5	Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.	Earth Systems and Patterns
SC.6.E.7.6	Differentiate between weather and climate.	Earth Systems and Patterns
SC.6.E.7.7	Investigate how natural disasters have affected human life in Florida.	Earth Systems and Patterns
SC.6.E.7.8	Describe ways human beings protect themselves from hazardous weather and sun exposure.	Earth Systems and Patterns
SC.6.E.7.9	Describe how the composition and structure of the atmosphere protects life and insulates the planet.	Earth Systems and Patterns
SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.	Earth Structures
SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).	Earth Structures
SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.	Earth Structures

SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.	Earth Structures
SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.	Earth Structures
SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	Earth Structures
SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.	Earth Structures
SC.8.E.5.1	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	Earth in Space and Time
SC.8.E.5.2	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	Earth in Space and Time
SC.8.E.5.3	Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.	Earth in Space and Time
SC.8.E.5.4	Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.	Earth in Space and Time
SC.8.E.5.5	Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).	Earth in Space and Time

SC.8.E.5.6	Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.	Earth in Space and Time
SC.8.E.5.7	Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	Earth in Space and Time
SC.8.E.5.8	Compare various historical models of the Solar System, including geocentric and heliocentric.	Earth in Space and Time
SC.8.E.5.9	Explain the impact of objects in space on each other including: <ol style="list-style-type: none"> 1. the Sun on the Earth including seasons and gravitational attraction 2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body. 	Earth in Space and Time
SC.8.E.5.10	Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	Earth in Space and Time
SC.8.E.5.11	Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	Earth in Space and Time
SC.8.E.5.12	Summarize the effects of space exploration on the economy and culture of Florida.	Earth in Space and Time

SC.8.N.1.1	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.	The Practice of Science
SC.8.N.1.2	Design and conduct a study using repeated trials and replication.	The Practice of Science
SC.8.N.1.3	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.	The Practice of Science
SC.8.N.1.4	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.	The Practice of Science
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science.	The Practice of Science
SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.	The Practice of Science
SC.8.N.2.1	Distinguish between scientific and pseudoscientific ideas.	The Characteristics of Scientific Knowledge
SC.8.N.2.2	Discuss what characterizes science and its methods.	The Characteristics of Scientific Knowledge

SC.8.N.3.1	Select models useful in relating the results of their own investigations.	The Role of Theories, Laws, Hypotheses, and Models
SC.8.N.3.2	Explain why theories may be modified but are rarely discarded.	The Role of Theories, Laws, Hypotheses, and Models
SC.8.N.4.1	Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.	Science and Society
SC.8.N.4.2	Explain how political, social, and economic concerns can affect science, and vice versa.	Science and Society

Instructional Methods/Strategies:

- Hands-on activities and labs that incorporate the scientific method
- The Smartboard is sometimes used to follow the course’s digital path while the teacher guides students to take notes in their interactive notebooks. These notebooks include foldables, charts, diagrams, and drawings to help the students make meaning within new concepts. They also incorporate the use of color with purpose.
- Review games to solidify concepts and practice test-taking strategies
- Gizmos
- Web quests
- Virtual labs
- BrainPOP
- Online interactives
- Flipgrid
- Newsela
- Dogo News
- Squid Books
- Quizizz
- Quizlet
- Kahoot
- GoFormative
- EdPuzzle
- Freckle

United States History Curriculum Guide

Course Description: The United States History program invites students to explore the history of the United States and includes the content area strands of Geography, Economics, Civics and Government. The primary content of this program leads students to build a background of understanding as they investigate and analyze the period from Prehistory through the Reconstruction period following the Civil War. This course is designed to help prepare students to succeed in high school as they engage with content that both activates critical thinking and inquiry skills, and helps develop primary and secondary source understanding. Print, digital, and blended program options make the program dynamic and accessible to students with diverse learning styles. Current events shared and discussed by students throughout this course promote critical thinking and civil discourse.

Goals/Objectives:

Students will be able to demonstrate their learning in the following ways:

- Use research and inquiry skills to analyze American History using primary and secondary sources.
- Examine the causes, course, and consequences of British settlement in the American colonies.
- Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.
- Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.
- Examine the causes, course, and consequences of the Civil War and Reconstruction, including its effects on American peoples.
- Understand how to use maps and other geographic representations, tools, and technology to report information.
- Understand physical and cultural characteristics of places.
- Understand the relationships between the Earth's ecosystems and the populations that dwell within them.
- Understand the characteristics, distribution, and migration of human populations.
- Understand how human actions can impact the environment.
- Understand how to apply geography to interpret the past and present and plan for the future.
- Understand the fundamental concepts relevant to the development of a market economy.
- Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
- Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.
- Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.
- The student will demonstrate an understanding of the principles, functions, and organization of government.

- Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
- Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- Explain the economic impact of government policies.
- Assess the role of Africans and other minority groups in the economic development of the United States.
- Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.
- Evaluate domestic and international interdependence.

Instructional Methods/Strategies: *U.S. History American Stories* student text provides narrative text, practice, and assessments in a readable, magazine-like design, with audio options. Inquiry-focused projects and document analysis activities deepen students' content and skills mastery. Essential questions and stories increase long-term understanding and retention of learning. Students connect with content and make learning personal through a story and activate their prior knowledge, personal experience, and perspective. Students actively learn, investigate, and acquire key content knowledge using print and digital media which feature resources for note-taking, highlighting, and reading support. Instructional strategies used in student-centered units include: scaffolding, modeling, guiding, direct and individualized instruction, collaboration, graphic organizers, sequencing, project-based learning, presentations, and active listening.