



# National Middle School NovaNET® Curriculum Catalog



Part Number 606 000 355

**First Edition (January 2002)**  
**Revised July 2004**

NovaNET is a registered trademark of Pearson Digital Learning.

The NovaNET and Pearson Digital Learning logos are trademarks of Pearson Digital Learning.

**Copyright © 2002–2004 Pearson Digital Learning. All rights reserved. Use permitted only under license. Printed in the U.S.A. No part of this book may be reproduced in any form or by any means, without permission in writing from Pearson Digital Learning. Please contact Global Support at 800-227-8224.**

# National Middle School Curriculum Catalog

## Table of Contents

### January, 2002 (Revised July 2004)

|   |            |
|---|------------|
| <b>ESTIMATED TIME TO COMPLETION .....</b> | <b>II</b>  |
| <b>HOW TO USE THIS CATALOG.....</b>       | <b>III</b> |
| <b>LANGUAGE ARTS .....</b>                | <b>1</b>   |
| SUPPLEMENTAL LESSONS .....                | 1          |
| RESOURCES .....                           | 3          |
| SIXTH GRADE LANGUAGE ARTS I .....         | 4          |
| SIXTH GRADE LANGUAGE ARTS II .....        | 5          |
| SEVENTH GRADE LANGUAGE ARTS I .....       | 7          |
| SEVENTH GRADE LANGUAGE ARTS II .....      | 10         |
| EIGHTH GRADE LANGUAGE ARTS I .....        | 13         |
| EIGHTH GRADE LANGUAGE ARTS II .....       | 16         |
| <b>MATHEMATICS .....</b>                  | <b>19</b>  |
| 6TH GRADE MATHEMATICS.....                | 19         |
| 7TH GRADE MATHEMATICS.....                | 21         |
| 8TH GRADE MATHEMATICS.....                | 22         |
| <b>SOCIAL STUDIES.....</b>                | <b>25</b>  |
| STATE HISTORY .....                       | 25         |
| UNITED STATES HISTORY .....               | 28         |
| GEOGRAPHY .....                           | 29         |
| WORLD HISTORY .....                       | 30         |
| <b>SCIENCE .....</b>                      | <b>31</b>  |
| SCIENCE READING LESSONS .....             | 31         |
| SCIENTIFIC METHOD AND TOOLS .....         | 31         |
| EARTH SCIENCE.....                        | 31         |
| LIFE SCIENCE .....                        | 31         |
| PHYSICAL SCIENCE .....                    | 32         |
| HISTORY OF SCIENCE REPORT .....           | 33         |
| SCIENCE FAIR PROJECT .....                | 34         |

## ESTIMATED TIME TO COMPLETION

The NovaNET system now calculates the average amount of time it takes students to complete each lesson. The Estimated Time to Completion number is the result of adding up the average completion times for all NovaNET lessons contained in an assignment. This calculation is based on the assumption that the student will need to study every NovaNET lesson in the assignment. Assignments which consist primarily of tests, offline assignments or performance packages **do not** have an Estimated Time to Completion number nor are these activities included in any Estimated Time to Completion calculation. Please see the following example:

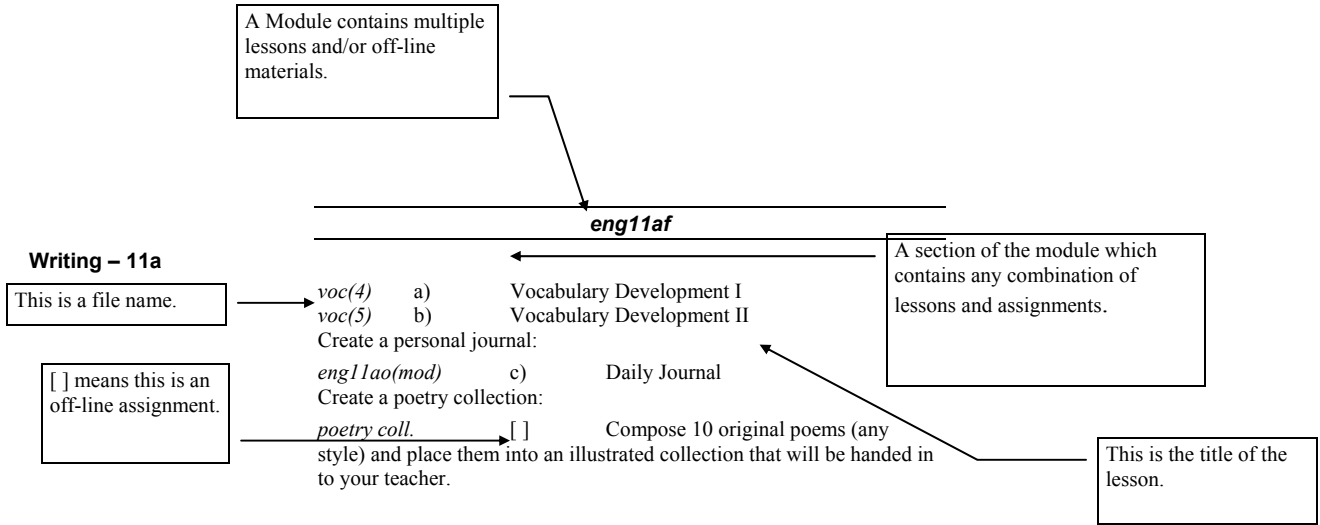
### Sample Calculation of Estimated Time to Completion for a Three Module Curriculum

A series of 3 modules of instruction utilizing tracked pretests and posttests for accurate student assignment. Lessons provide instruction on middle school instruction in ...

|        |          |                      | <b>Estimated time to completion (hours)</b> | 4.15              |
|--------|----------|----------------------|---|-------------------|
| Module | Filename | Title                |   | min               |
| 1      | zpre     | Inventory Assessment |   |                   |
|        | gds41    | Lesson One           |   | 32                |
|        | gds42    | Lesson Two           |   | 36                |
|        | gds43    | Lesson Three         |   | 26                |
|        | zpost    | Mastery Assessment   |   |                   |
| Module | Filename | Title                |   |                   |
| 2      | zpre     | Inventory Assessment |   |                   |
|        | gds44    | Lesson One           |   | 28                |
|        | gds46    | Lesson Two           |   | 21                |
|        | gds45    | Lesson Three         |   | 25                |
|        | zpost    | Mastery Assessment   |   |                   |
| Module | Filename | Title                |   |                   |
| 3      | zpre     | Inventory Assessment |   |                   |
|        | gds47    | Lesson One           |   | 25                |
|        | gds48    | Lesson Two           |   | 34                |
|        | gds49    | Lesson Three         |   | 22                |
|        | zpost    | Mastery Assessment   |   |                   |
|        |          |                      | <b>Total</b>                                | <b>4.15 hours</b> |

HOW TO USE THIS CATALOG

Each course consists of a series of on-line and off-line activities.





**LANGUAGE ARTS****SUPPLEMENTAL LESSONS*****sindex***

The following lessons may be used for remedial or elective credit:

|           |                     |
|-----------|---------------------|
| nreading1 | a) Reading Lessons  |
| nwriting  | b) Writing Lessons  |
| nspelling | c) Spelling Lessons |

**READING LESSONS*****nreading1a*****Basic Reading Skills Topics:**

|                 |                                    |
|-----------------|------------------------------------|
| nreading1b(mod) | a) Understanding What You Read I   |
| nreading1c(mod) | b) Understanding What You Read II  |
| nreading1d(mod) | c) Thinking About What You Read I  |
| nreading1e(mod) | d) Thinking About What You Read II |
| nreading1f(mod) | e) Judging What You Read           |

***nreading1b***

Pg. 1 of 2

**Understanding What You Read I:**

|             |                                      |
|-------------|--------------------------------------|
| br3111      | a) Nouns and Pronouns                |
| br3121      | b) Following Directions              |
| br3131      | c) Past and Future Tenses            |
| br3141      | d) Forming Sentences                 |
| msreadt(31) | e) Posttest                          |
| br3211      | f) Getting Information from Pictures |
| br3221      | g) Putting Sentences in Proper Order |
| br3231      | h) Getting Ideas from Pictures       |
| br3241      | i) Past, Present, and Future Tenses  |
| msreadt(32) | j) Posttest                          |

***nreading1ba***

Pg. 2 of 2

|             |                                     |
|-------------|-------------------------------------|
| br3311      | a) Getting the Facts                |
| br3321      | b) Finding What Does Not Belong     |
| br3331      | c) Ordering Main Events             |
| br3341      | d) Replacing Nouns with Pronouns    |
| msreadt(33) | e) Posttest                         |
| br3411      | f) Reading for Information          |
| br3421      | g) Remembering Facts I              |
| br3431      | h) Finding the Main Ideas I         |
| br3441      | i) Putting Items in Proper Sequence |
| br3451      | j) Topic Sentences                  |
| msreadt(34) | k) Posttest                         |

***nreading1c***

Pg. 1 of 2

**Understanding What You Read II:**

|             |                                     |
|-------------|-------------------------------------|
| br3511      | a) Remembering Facts II             |
| br3521      | b) Characters and Events in a Story |
| br3531      | c) Remembering Details              |
| br3541      | d) Remembering Story Meanings       |
| br3551      | e) Titles and Topic Sentences       |
| br3561      | f) Supporting Main Ideas with Facts |
| msreadt(35) | g) Posttest                         |

***nreading1ca***

Pg. 2 of 2

|             |   |
|-------------|---|
| br3611      | a) Facts Not Expressly Stated           |
| br3621      | b) The Main Idea of the Story           |
| br3631      | c) Placing Events in Order              |
| br3641      | d) Using Evidence to Support Main Ideas |
| msreadt(36) | e) Posttest                             |

***nreading1d***

Pg. 1 of 2

**Thinking About What You Read I:**

|             |                          |
|-------------|--------------------------|
| br4111      | a) What Happened and Why |
| br4121      | b) What Happens Next?    |
| br4131      | c) Descriptive Words     |
| br4141      | d) Possible Sentences    |
| br4151      | e) Predicting Endings    |
| msreadt(37) | f) Posttest              |

***nreading1da***

Pg. 2 of 2

|             |  |
|-------------|--|
| br4211      | a) Why and What?                       |
| br4221      | b) How Does It End?                    |
| br4231      | c) Words That Describe                 |
| br4241      | d) Describing Emotions                 |
| msreadt(38) | e) Posttest                            |
| br4311      | f) Describing Reactions                |
| br4321      | g) Exaggeration                        |
| br4331      | h) Drawing Conclusions                 |
| br4341      | i) Figurative Language and Expressions |
| msreadt(39) | j) Posttest                            |

***nreading1e*****Thinking About What You Read II:**

|             |   |
|-------------|---|
| br4411      | a) Describing How a Person Looks        |
| br4421      | b) Telling How a Person Looks and Feels |
| br4431      | c) Cause and Effect                     |
| br4441      | d) Making Predictions                   |
| br4451      | e) Identifying Similes                  |
| msreadt(40) | f) Posttest                             |
| br4511      | g) Describers of Reaction               |
| br4521      | h) Finding the Plot of a Story          |
| br4531      | i) Forming and Identifying Similes      |
| br4541      | j) Personal Traits                      |
| msreadt(41) | k) Posttest                             |

***nreading1f***

Pg. 1 of 2

**Judging What You Read:**

|             |                                 |
|-------------|---------------------------------|
| br5111      | a) Fact or Fantasy?             |
| br5121      | b) Fact or Opinion?             |
| br5211      | c) What's the Purpose?          |
| br5221      | d) Real Life or Fantasy?        |
| msreadt(42) | e) Posttest                     |
| br5311      | f) Information or Entertainment |
| br5321      | g) Making Judgements            |
| br5331      | h) Describing Characters        |
| msreadt(43) | i) Posttest                     |

***nreading1fa***

Pg. 2 of 2

|             |                                    |
|-------------|------------------------------------|
| br5411      | a) What Evidence is There?         |
| br5421      | b) What's Your Conclusion?         |
| br5431      | c) What's Relevant?                |
| br5441      | d) Working With Facts and Opinions |
| msreadt(44) | e) Posttest                        |
| br5111      | f) Supporting the Purpose          |
| br5521      | g) Headlines                       |
| br5531      | h) Stating Fact or Opinion         |
| br5541      | i) Different or Equal Statements   |
| msreadt(45) | j) Posttest                        |

**nreading2**

pg. 1 of 5

**Reading Comprehension Skills:****Unit 1:**

|               |    |                            |
|---------------|----|----------------------------|
| rread3        | a) | Can You Get the Main Idea? |
| pacer01       | b) | Pacer Passages 1           |
| lamideas      | c) | Main Ideas                 |
| mainidea(1,2) | d) | Finding the Main Idea 1-2  |
| readcompt(31) | e) | Unit 1 Test                |

**Unit 2:**

|               |    |                           |
|---------------|----|---------------------------|
| reading1      | f) | Reading Comprehension 1   |
| pacer02       | g) | Pacer Passages 2          |
| pacer03       | h) | Pacer Passages 3          |
| mainidea(3,4) | i) | Finding the Main Idea 3-4 |
| readcompt(32) | j) | Unit 2 Test               |

**nreading2-1**

pg. 2 of 5

**Reading Comprehension Skills (cont.):****Unit 3:**

|               |    |                           |
|---------------|----|---------------------------|
| pacer04       | a) | Pacer Passages 4          |
| pacer05       | b) | Pacer Passages 5          |
| mainidea(5,7) | c) | Finding the Main Idea 5-7 |
| voc(1)        | d) | Wordstudy Part I          |
| readcompt(33) | e) | Unit 3 Test               |

**Unit 4:**

|                |    |                            |
|----------------|----|----------------------------|
| reading2       | f) | Reading Comprehension 2    |
| pacer05        | g) | Pacer Passages 6           |
| mainidea(8,10) | h) | Finding the Main Idea 8-10 |
| voc(2)         | i) | Wordstudy Part II          |
| readingt(34)   | j) | Unit 4 Test                |

**nreading2-2**

pg. 3 of 5

**Reading Comprehension Skills (cont.):****Unit 5:**

|                 |    |                             |
|-----------------|----|-----------------------------|
| pacer07         | a) | Pacer Passages 7            |
| pacer08         | b) | Pacer Passages 8            |
| mainidea(11,13) | c) | Finding the Main Idea 11-13 |
| voc(3)          | d) | Wordstudy Part III          |
| readcompt(35)   | e) | Unit 5 Test                 |

**Unit 6:**

|                 |    |                             |
|-----------------|----|-----------------------------|
| reading3        | f) | Reading Comprehension 3     |
| pacer09         | g) | Pacer Passages 9            |
| mainidea(14,15) | h) | Finding the Main Idea 14-15 |
| voc(4)          | i) | Wordstudy Part 4            |
| readcompt(36)   | j) | Unit 6 Test                 |

**nreading2-3**

p. 4 of 4

**Reading Comprehension Skills (cont.):****Unit 7:**

|                 |    |                             |
|-----------------|----|-----------------------------|
| pacer10         | a) | Pacer Passages 10           |
| pacer11         | b) | Pacer Passages 11           |
| mainidea(16,17) | c) | Finding the Main Idea 16-17 |
| voc(5)          | d) | Wordstudy V                 |
| readcompt(37)   | e) | Unit 7 Test                 |

**Unit 8:**

|                 |    |                             |
|-----------------|----|-----------------------------|
| reading4        | f) | Reading Comprehension 4     |
| pacer12         | g) | Pacer Passages 12           |
| pacer13         | h) | Pacer Passages 13           |
| mainidea(18,20) | i) | Finding the Main Idea 18-20 |
| voc(6)          | j) | Wordstudy VI                |
| readcompt(38)   | j) | Unit 8 Test                 |

**nreading2-4**

pg. 5 of 5

**Reading Comprehension Skills (cont.)****Unit 9:**

|               |    |   |
|---------------|----|---|
| gedreadr      | a) | Reading for the Main Idea: Introduction |
| gedread3r     | b) | Reading for the Main Idea: Exercises I  |
| pread01       | c) | Identifying the main Idea               |
| gedread1      | d) | Reading for Implied Meaning             |
| readcompt(39) | e) | Unit 9 Test                             |

**Unit 10**

|               |    |  |
|---------------|----|--|
| gedread4r     | f) | Reading for the Main Idea: Exercises II  |
| gedread5r     | h) | Reading for the Main Idea: Exercises III |
| pread02       | i) | Reading for Fact and Opinion             |
| readcompt(40) | j) | Unit 10 Test                             |

**nreading3**

pg. 1 of 2

**Inferential Reading Skills:****Unit 1:**

|               |    |                              |
|---------------|----|------------------------------|
| rread3        | a) | Can You Get the Main Idea    |
| gedread2      | b) | Reading for Fact and Opinion |
| pread01       | c) | Identifying the Main Idea    |
| pread02       | d) | The Title as the Main Idea   |
| uinfreadt(31) | e) | Posttest                     |

**Unit 2:**

|               |    |   |
|---------------|----|---|
| gedreadr      | f) | Reading for the Main Idea: Introduction |
| gedread3r     | g) | Reading for the Main Idea: Exercises I  |
| pread03       | h) | Locating Supporting Ideas               |
| lith02        | i) | Implied Meaning                         |
| pread05       | j) | Inferring the Answer                    |
| uinfreadt(32) | k) | Posttest                                |

**nreading3-1**

pg. 2 of 2

**Inferential Reading (cont.):****Unit 3:**

|               |    |                                     |
|---------------|----|-------------------------------------|
| gedread4r     | a) | Reading for Main Idea: Exercises II |
| gedread1      | b) | Reading for Implied Meaning         |
| pread04       | c) | Logical Relationships I             |
| pread04b      | d) | Logical Relationships II            |
| lith04        | e) | Implied Setting                     |
| uinfreadt(33) | f) | Posttest                            |

**Unit 4:**

|               |    |   |
|---------------|----|---|
| gedread5r     | g) | Reading for the Main Idea: Exercises II |
| lith05        | h) | Recognizing Tone                        |
| lith06        | i) | Style and Language                      |
| pread07       | j) | Applying What You Read                  |
| uinfreadt(34) | k) | Posttest                                |

**nreading4**

pg. 1 of 3

**Reading Literature:****Unit 1:**

|             |    |                    |
|-------------|----|--------------------|
| lith01      | a) | Understanding Plot |
| lith02      | b) | Implied Meaning    |
| lith03      | c) | Setting            |
| lith04      | d) | Implied Setting    |
| gedlitt(31) | e) | Posttest           |

**Unit 2:**

|             |    |                    |
|-------------|----|--------------------|
| lith05      | f) | Recognizing Tone   |
| lith06(1)   | g) | Style and Language |
| lith07      | h) | Kinds of Writing   |
| lith08      | i) | Characterization   |
| gedlitt(32) | j) | Posttest           |

**nreading4-1**

pg. 2 of 3

**Reading Literature (cont.):****Unit 3:**

- |             |    |                             |
|-------------|----|-----------------------------|
| lith09      | a) | The Formal Essay            |
| lith10      | b) | The Informal Essay          |
| lith11      | c) | Biography and Autobiography |
| gedlitt(33) | d) | Posttest                    |

**Unit 4:**

- |             |    |                       |
|-------------|----|-----------------------|
| lith12      | e) | Finding Word Meanings |
| gedlitt(34) | f) | Posttest              |

**nreading4-2**

pg. 3 of 3

**Reading Literature (cont.):****Unit 5:**

- |             |    |                     |
|-------------|----|---------------------|
| lith13      | a) | Rhyme Schemes       |
| lith14      | b) | Understanding Meter |
| lith15      | c) | Symbolic Meaning    |
| lith16      | d) | Figurative Language |
| gedlitt(35) | e) | Posttest            |

**Unit 6:**

- |             |    |                              |
|-------------|----|------------------------------|
| lith17      | f) | The Literal Meaning of Drama |
| lith18      | g) | Interpretation of Drama      |
| gedlitt(36) | h) | Posttest                     |

**WRITING LESSONS****nwriting1**

pg. 1 of 3

**Writing and Proofing Paragraphs:****Unit 1:**

- |             |    |                         |
|-------------|----|-------------------------|
| levels(1)   | a) | Levels of Generality    |
| planpar0(1) | b) | How to Plan a Paragraph |
| planpar(1)  | c) | Planning a Paragraph    |
| pgraph1(1)  | d) | Editing a Paragraph I   |
| writet(31)  | e) | Posttest                |

**Unit 2:**

- |              |    |  |
|--------------|----|--|
| basicp(1)    | f) | A Basic Pattern for Writing Paragraphs |
| lipscomb2(1) | g) | Writing Topic Sentences                |
| devpar(1)    | h) | Developing a Paragraph                 |
| pgraph2(1)   | i) | Editing a Paragraph II                 |
| writet(32)   | j) | Posttest                               |

**nwriting1-1**

pg. 2 of 3

**Writing and Proofing Paragraphs (cont.):****Unit 3:**

- |              |    |   |
|--------------|----|---|
| lipscomb1(1) | a) | Irrelevant Details in Paragraphs              |
| iutrans(1)   | b) | Transitions                                   |
| outline1(1)  | c) | Outlining to Prepare for Writing Compositions |
| pgraph3(1)   | d) | Editing a Paragraph                           |
| writet(33)   | e) | Posttest                                      |

**Unit 4:**

- |             |    |                               |
|-------------|----|-------------------------------|
| startfin(1) | f) | Introductions and Conclusions |
| comcon(1)   | g) | Comparison and Contrast       |
| classify(1) | h) | Classification                |
| pgraph4(1)  | i) | Editing a Paragraph 4         |
| writet(34)  | j) | Posttest                      |

**nwriting1-2**

pg. 3 of 3

**Writing and Proofing Paragraphs (cont.):****Unit 5:**

- |             |    |  |
|-------------|----|--|
| division(1) | a) | Division or Partition: a Pattern of Organization |
| induct(1)   | b) | Logic: Directions of Reasoning                   |
| fall(1)     | c) | Logic: Fallacies                                 |
| pgraph5(1)  | d) | Editing a Paragraph 5                            |
| writet(35)  | e) | Posttest   |

**Unit 6:**

- |            |    |                           |
|------------|----|---------------------------|
| writet(6)  | f) | Pretest                   |
| prop(1)    | g) | Logic: Propaganda Methods |
| pap(1)     | h) | Analytical Writing        |
| eap1(1)    | i) | Argumentative Writing     |
| eap2(1)    | j) | Cause-Effect Writing      |
| pgraph6(1) | k) | Editing a Paragraph 6     |
| writet(36) | l) | Posttest                  |

**nwriting2****Essay Writing:**

- |        |    |                                     |
|--------|----|-------------------------------------|
| gew6a1 | a) | Introduction to the Writing Process |
| gew6a2 | b) | Working with the Topic              |
| gew6a3 | c) | From Ideas to Sentences             |
| gew6a4 | d) | Revising and Editing                |
| gew6a5 | e) | Working with the Topic              |

**nwriting3****Review of Grammar Lessons:**

- |             |    |   |
|-------------|----|---|
| sfw1(1)     | a) | Nouns                                       |
| sfw2(2)     | b) | Pronouns                                    |
| sfw3(3)     | c) | Verbs                                       |
| sfw4(4)     | d) | Adjectives and Adverbs                      |
| sfw5(5)     | e) | Conjunctions, Prepositions and Exclamations |
| sfw6(6)     | f) | Sentences                                   |
| gramrev(31) | g) | Posttest                                    |

**SPELLING LESSONS****nspelling****Unit One**

- |            |    |                       |
|------------|----|-----------------------|
| finale     | a) | Finale E Rule         |
| doubling   | b) | Doubling Rule         |
| yoi        | c) | Y to I Rule           |
| affixes1   | d) | Prefixes and Suffixes |
| nspell(31) | e) | Unit One Review       |

**Unit Two**

- |            |    |                 |
|------------|----|-----------------|
| spell1     | f) | Spelling I      |
| nspell(32) | g) | Unit Two Review |

**Unit Three**

- |            |    |                   |
|------------|----|-------------------|
| spell3     | f) | Spelling II       |
| nspell(33) | g) | Unit Three Review |

**Unit Four**

- |            |    |                  |
|------------|----|------------------|
| spell4     | f) | Spelling III     |
| nspell(34) | g) | Unit Four Review |

**RESOURCES****Student Discussion Forums:**

- |          |    |   |
|----------|----|---|
| nowcafe  | a) | Literary Cafe: Literature Discussions On-line |
| novanews | b) | NovaNEWS: Current Events                      |
| poets    | c) | Shared Poetry Forum                           |

**SIXTH GRADE LANGUAGE ARTS I**

*neng6a-index*

|               |    |                          |
|---------------|----|--------------------------|
| neng6a-1(mod) | a) | Unit One                 |
| neng6a-2(mod) | b) | Unit Two                 |
| neng6a-3(mod) | c) | Unit Three               |
| neng6a-4(mod) | d) | Unit Four                |
| neng6a-5(mod) | e) | Unit Five                |
| neng6a-6      | f) | Reading in the Workplace |
| neng-glossary | g) | New Word Glossary        |

**Estimated Time to Completion: 19 hours**

*neng6a-1*

**Unit One:**

|              |    |                          |
|--------------|----|--------------------------|
| finale(1)    | a) | The Final E Rule         |
| synant       | b) | Synonyms and Antonyms    |
| tren1        | c) | An Introduction to Nouns |
| be           | d) | The Verb "be"            |
| eng2         | e) | Recognizing Sentences I  |
| sentences    | f) | Sentences                |
| nmsla61t(31) | g) | Unit One Test            |

*neng6a-2*

**Unit Two:**

|              |    |                                   |
|--------------|----|-----------------------------------|
| caps1        | a) | Capitalization I                  |
| thompson1    | b) | Introduction to Direct Quotations |
| laalpha      | c) | Alphabetizing                     |
| timeplace    | d) | Adverbs of Time & Place           |
| eng92a       | e) | Singulars, Plurals, & Possessives |
| rread4       | f) | Say "Hello" to the Dictionary     |
| nmsla61t(32) | g) | Unit Two Test                     |

*neng6a-3*

**Unit Three:**

|              |    |                          |
|--------------|----|--------------------------|
| doubling(1)  | a) | The Doubling Rule        |
| stskill      | b) | Using the Context        |
| nouns        | c) | Common Nouns             |
| eng92d       | d) | A Lot About Pronouns     |
| svagree1     | e) | Subject Verb Agreement I |
| diction      | f) | Dictionary Skills        |
| nmsla61t(33) | g) | Unit Three Test          |

*neng6a-4*

**Unit Four:**

|              |    |                                |
|--------------|----|--------------------------------|
| eng92c       | a) | Basic Punctuation              |
| thompson2    | b) | Interrupted Quotation & Dialog |
| subjects     | c) | Subject Recognition            |
| eng92k       | d) | Double Negatives               |
| determiner   | e) | Determiners                    |
| ladictspel   | f) | Using the Dictionary to Spell  |
| nmsla61t(34) | g) | Unit Four Test                 |

*neng6a-5*

**Unit Five:**

|              |    |                             |
|--------------|----|-----------------------------|
| ytoi         | a) | The Y to I Rule             |
| contexts     | b) | Words in Context            |
| plural       | c) | Plural Nouns                |
| whowhom      | d) | The Pronouns Who & Whom     |
| svagree2     | e) | Subject Verb Agreement II   |
| library1     | f) | How to Use the Card Catalog |
| nmsla61t(35) | g) | Unit Five Test              |

*neng6a-6*

**Reading in the Workplace:**

**Graphs:**

|               |    |                             |
|---------------|----|-----------------------------|
| rwibg         | a) | Introduction to Bar Graphs  |
| rwabg         | b) | Advanced Bar Graphs         |
| rwilg         | c) | Introduction to Line Graphs |
| rwalg         | d) | Advanced Line Graphs        |
| rwipg         | e) | Introduction to Pie Graphs  |
| readworkt(31) | f) | Test                        |

**Evaluation of Workplace Documents:**

|               |    |   |
|---------------|----|---|
| rwfibd        | g) | Following Instructions in Business Documents  |
| rwcond        | h) | Conditional Statements in Workplace Documents |
| rwwocab1      | i) | Vocabulary in the Workplace 1                 |
| rwwocab2      | j) | Vocabulary in the Workplace 2                 |
| readworkt(32) | k) | Test  |

**SIXTH GRADE READING**

*nreading6*

**Reading Exercises for Sixth Grade:**

nreading6-1(mod) a) "The Gift of the Magi" by O. Henry  
Includes complete text of the story with an assignment.

*nreading6-1*

**Short Story: "The Gift of the Magi" by O. Henry**

Read the following story:

magi a) "The Gift of the Magi" by O. Henry

During the holiday season, we all see signs of love and charity around us. Unfortunately, that spirit of giving often ends too quickly. This activity will help you to demonstrate the spirit of giving within you.

Over the next week, you will be required to do something nice for someone. The catch is you CANNOT tell this person WHAT you are doing, or WHY.

After you have performed the good deed, write a composition about the experience. Include what you did and how you felt doing it. Also discuss the type of reaction you got from the recipient of your generosity. Finally, discuss any lessons the story and your experience have taught you about giving.

*nreading6-2*

**Pacer Passages for Sixth Grade:**

|               |    |                    |
|---------------|----|--------------------|
| pacer01       | a) | Pacer Passages I   |
| pacer02       | b) | Pacer Passages II  |
| pacer03       | c) | Pacer Passages III |
| pacer04       | d) | Pacer Passages IV  |
| pacer05       | e) | Pacer Passages V   |
| pacer06       | f) | Pacer Passages VI  |
| pacer07       | g) | Pacer Passages VII |
| nmspace1t(31) | h) | Posttest           |

**SIXTH GRADE WRITING**

*nwriting6*

**Writing Lessons for Sixth Grade:**

|                   |    |                                 |
|-------------------|----|---------------------------------|
| nwriting6-1a(mod) | a) | Keeping a Journal               |
| nwriting6-2(mod)  | b) | Discovering Word Histories      |
| nwriting6-3(mod)  | c) | Writing Literary Interpretation |
| nwriting6-4a(mod) | d) | Writing a Fable                 |

**nwriting6-1a**

Pg. 1 of 3

Instructors: Here are some ideas for student journal writing topics:

1. What is the most difficult decision you have ever had to make, and why was it so difficult?
2. If you had only ten minutes to evacuate your house, what would you take with you, and why?
3. What has been your best school experience? Your worst?
4. What is your idea of the ideal pet, and why?
5. What is your favorite all-time movie, and why?
6. What are your best and worst personality traits and why?

**nwriting6-1b**

Pg. 2 of 3

7. What skill could you learn to improve your life in the coming year?
8. Of all the people in your life, whose love do you value the most, and why?
9. What are your three most prized possessions, and why?
10. Do you think boys and girls have it easier? Why?
11. What is the biggest mess you have ever been in because of a lie you told? How did you get yourself out of the mess? What, if anything, did you learn from the experience?
1. Which of your five senses is your favorite, and why?

**nwriting6-1c**

Pg. 3 of 3

2. If you could change one thing about your parents, what would it be?
3. What have you done in your life that you are the most proud of?
4. If you could spend 10 minutes with the President, what would you say to him?
5. If school were canceled RIGHTT THIS MINUTE, how would you spend your time?
6. What class would you like to offered at your school? Explain.
7. Describe your dream car.
8. What's the funniest joke you know?
9. What's your favorite food and why?

**nwriting6-2**

**Discovering Word Histories:**

Our language is filled with some very interesting words that we have gathered from cultures all over the world and some that seem to have been created out of thin air! Here's a chance to learn more about words.

First, choose several words that appeal to you, for whatever reason. Next, talk to your librarian about books that discuss word histories. Locate the words you have chosen in the books. Take notes on all of the interesting details that you come across.

Once you feel that you have enough information about the words, write a short report for each.

Talk to your teacher about presenting your word histories to the class or sharing them in a small group.

**nwriting6-3**

**Writing a Literary Interpretation:**

One of the most exciting things about literature is writing about it! Here is your chance to discuss, in your own words, one of your favorite texts.

Select a poem or scene from a story that you read this year. Reread it carefully and ask yourself these questions:

- ◆ What is happening in this poem/scene?
- ◆ What kind of atmosphere is the author creating?
- ◆ How does the poem/scene make you feel? Why?
- ◆ What, if anything, did you learn from reading the poem/scene?
- ◆ Why did you choose this particular poem/scene?

Take notes in answer to the questions, and then organize your notes into a short report.

Talk to your teacher about presenting your report to the class or sharing it in a small group.

**nwriting6-4a**

Pg. 1 of 2

**Writing a Fable:**

Fables are wonderful teaching tools. They present life in short, anecdotal stories that are enjoyable easy to read, and educational. Press <a> to read a few of the classic fables of Aesop. You need to pay close attention to the structure of his tales.

aesop a) Aesop's Fables

Now that you have seen a few fables in action, let's create an original one!

As you have seen, a fable is typically a short tale with animals as the characters. Another important element of the fable is the moral that it presents. Your task is to create a fable of your own. Here are the recommended steps for doing this:

1. Decide what moral you want to teach. It should apply to students your own age.

**nwriting6-4b**

Pg. 2 of 2

**Writing a Fable (cont.)**

2. Decide what type of animals would be best for teaching your moral.
3. Now decide what should happen to these charaters to really get your moral across.

OK! Here you go. Write the fable that you have planned. It should run between 100 and 250 words.

For SUPPLEMENTAL LESSONS and RESOURCES see pages 4-7.

**SIXTH GRADE LANGUAGE ARTS II**

**neng6b-index**

|               |    |                          |
|---------------|----|--------------------------|
| neng6b-1(mod) | a) | Unit One                 |
| neng6b-2(mod) | b) | Unit Two                 |
| neng6b-3(mod) | c) | Unit Three               |
| neng6b-4(mod) | d) | Unit Four                |
| neng6b-5(mod) | e) | Unit Five                |
| neng6b--6     | f) | Reading in the Workplace |
| neng-glossary | g) | New Word Glossary        |

**Estimated Time to Completion: 17 hours**

**neng6b-1**

**Unit One:**

|              |    |   |
|--------------|----|---|
| cologic      | a) | Coordination of Sentences by Logic      |
| subp         | b) | Subjects and Predicates                 |
| someany      | c) | Some and Any                            |
| dvl21a       | d) | Homonyms                                |
| eng92e       | e) | Semicolons and More About Commas        |
| srguide      | f) | Reader's Guide to Periodical Literature |
| nmsla62t(31) | g) | Unit One Test                           |

**neng6b-2**

**Unit Two:**

- spell1(1) a) Spelling I
- contrac b) Contractions
- possess c) Forming Possessives
- iuent d) Repairing Sentence Fragments
- svagree3 e) Subject Verb Agreement III
- lacharts f) Charts as Sources of Information
- nmsla62t(32) g) Unit Two Test

**neng6b-3**

**Unit Three:**

- quotes a) Quoted Utterances
- caps b) Capitalization I
- headline c) Catch that Crazy Headline!
- dv153a d) Apostrophes
- pgraph1 e) Editing a Paragraph I
- lacharts2 f) Using Charts to Solve Problems
- nmsla62t(33) g) Unit Three Test

**neng6b-4**

**Unit Four:**

- eng92b a) An Introduction to Verbs
- frequency b) Frequency Adverbs
- usage c) Usage
- pgraph2 d) Editing a Paragraph II
- lapartout e) Parts of an Outline
- bib f) Bibliography
- nmsla62t(34) g) Unit Four Test

**neng6b-5**

**Unit Five:**

- thompson3 a) Direct and Indirect Quotations
- one b) The Use of One
- eng3 c) Recognizing Sentences II
- dv158a d) Abbreviations
- eng1 e) Plural Nouns
- jobappl f) Filling Out a Job Application
- nmsla62t(35) g) Unit Five Test

**neng6b-6**

**Reading in the Workplace:**

**Graphs:**

- rwibg a) Introduction to Bar Graphs
- rwabg b) Advanced Bar Graphs
- rwilg c) Introduction to Line Graphs
- rwalg d) Advanced Line Graphs
- rwipg e) Introduction to Pie Graphs
- readworkt(31) f) Test

**Evaluation of Workplace Documents:**

- rwfibd g) Following Instructions in Business Documents
- rwcond h) Conditional Statemens in Workplace Documents
- rwvocab1 i) Vocabulary in the Workplace 1
- rwvocab2 j) Vocabulary in the Workplace 2
- readworkt(32) k) Test

**SIXTH GRADE READING**

**nreading6**

**Reading Exercises for Sixth Grade:**

- nreading6-1(mod) a) "The Gift of the Magi" by O. Henry  
Includes complete text of the story with an assignment.
- nreading6-2 b) Pacer Passages for Sixth Grade

**nreading6-1**

**Short Story: "The Gift of the Magi" by O. Henry**

Read the following story:

magi a) "The Gift of the Magi" by O. Henry

During the holiday season, we all see signs of love and charity around us. Unfortunately, that spirit of giving often ends too quickly. This activity will help you to demonstrate the spirit of giving within you.

Over the next week, you will be required to do something nice for someone. The catch is you CANNOT tell this person WHAT you are doing, or WHY.

After you have performed the good deed, write a composition about the experience. Include what you did and how you felt doing it. Also discuss the type of reaction you got from the recipient of your generosity. Finally, discuss any lessons the story and your experience have taught you about giving.

**nreading6-2**

**Pacer Passages for Sixth Grade:**

- pacer01 a) Pacer Passages I
- pacer02 b) Pacer Passages II
- pacer03 c) Pacer Passages III
- pacer04 d) Pacer Passages IV
- pacer05 e) Pacer Passages V
- pacer06 f) Pacer Passages VI
- pacer07 g) Pacer Passages VII
- nmspace1t(31) h) Posttest

**SIXTH GRADE WRITING**

**nwriting 6**

**Writing Lessons for Sixth Grade:**

- nwriting6-1a(mod) a) Keeping a Journal
- nwriting6-2(mod) b) Discovering Word Histories
- nwriting6-3(mod) c) Writing Literary Interpretation
- nwriting6-4a(mod) d) Writing a Fable

**nwriting6-1a**

Pg. 1 of 3

Instructors: Here are some ideas for student journal writing topics:

1. What is the most difficult decision you have ever had to make, and why was it so difficult?
2. If you had only ten minutes to evacuate your house, what would you take with you, and why?
3. What has been your best school experience? Your worst?
4. What is your idea of the ideal pet, and why?
5. What is your favorite all-time movie, and why?
6. What are your best and worst personality traits and why?

**nwriting6-1b**

Pg. 2 of 3

7. What skill could you learn to improve your life in the coming year?
8. Of all the people in your life, whose love do you value the most, and why?
9. What are your three most prized possessions, and why?
10. Do you think boys and girls have it easier? Why?
11. What is the biggest mess you have ever been in because of a lie you told? How did you get yourself out of the mess? What, if anything, did you learn from the experience?
12. Which of your five senses is your favorite, and why?

**nwriting6-1c**

Pg. 3 of 3

13. If you could change one thing about your parents, what would it be?
14. What have you done in your life that you are the most proud of?
15. If you could spend 10 minutes with the President, what would you say to him?
16. If school were canceled RIGHTT THIS MINUTE, how would you spend your time?
17. What class would you like to offered at your school? Explain.
18. Describe your dream car.
19. What's the funniest joke you know?
20. What's your favorite food and why?

**nwriting6-2****Discovering Word Histories:**

Our language is filled with some very interesting words that we have gathered from cultures all over the world and some that seem to have been created out of thin air! Here's a chance to learn more about words.

First, choose several words that appeal to you, for whatever reason. Next, talk to your librarian about books that discuss word histories. Locate the words you have chosen in the books. Take notes on all of the interesting details that you come across.

Once you feel that you have enough information about the words, write a short report for each.

Talk to your teacher about presenting your word histories to the class or sharing them in a small group.

**nwriting6-3****Writing a Literary Interpretation:**

One of the most exciting things about literature is writing about it! Here is your chance to discuss, in your own words, one of your favorite texts.

Select a poem or scene from a story that you read this year. Reread it carefully and ask yourself these questions:

- ♦ What is happening in this poem/scene?
- ♦ What kind of atmosphere is the author creating?
- ♦ How does the poem/scene make you feel? Why?
- ♦ What, if anything, did you learn from reading the poem/scene?
- ♦ Why did you choose this particular poem/scene?

Take notes in answer to the questions, and then organize your notes into a short report.

Talk to your teacher about presenting your report to the class or sharing it in a small group.

**nwriting6-4a**

Pg. 1 of 2

**Writing a Fable:**

Fables are wonderful teaching tools. They present life in short, anecdotal stories that are enjoyable easy to read, and educational. Press <a> to read a few of the classic fables of Aesop. You need to pay close attention to the structure of his tales.

aesop a) Aesop's Fables

Now that you have seen a few fables in action, let's create an original one!

As you have seen, a fable is typically a short tale with animals as the characters. Another important element of the fable is the moral that it presents. Your task is to create a fable of your own. Here are the recommended steps for doing this:

1. Decide what moral you want to teach. It should apply to students your own age.

**nwriting6-4b**

Pg. 2 of 2

**Writing a Fable (cont.)**

2. Decide what type of animals would be best for teaching your moral.
3. Now decide what should happen to these charaters to really get your moral across.

OK! Here you go. Write the fable that you have planned. It should run between 100 and 250 words.

For SUPPLEMENTAL LESSONS and RESOURCES see pages 4-7.

**SEVENTH GRADE LANGUAGE ARTS I****neng7a-index**

|               |    |                          |
|---------------|----|--------------------------|
| neng7a-1(mod) | a) | Unit One                 |
| neng7a-2(mod) | b) | Unit Two                 |
| neng7a-3(mod) | c) | Unit Three               |
| neng7a-4(mod) | d) | Unit Four                |
| neng7a-5(mod) | e) | Unit Five                |
| neng7a-6(mod) | f) | Reading in the Workplace |
| neng-glossary | g) | New Word Glossary        |

**Estimated Time to Completion: 25 hours**

**neng7a-1****Unit One:**

|              |    |                             |
|--------------|----|-----------------------------|
| spell(1)     | a) | Spelling Rules and Practice |
| synon1       | b) | Synonyms I                  |
| combo        | c) | Combining Sentences         |
| compare1     | d) | Expressions of Comparison I |
| do           | e) | Direct and Indirect Objects |
| bookparts    | f) | The Parts of a Book         |
| nmsla71t(31) | g) | Unit One Test               |

**neng7a-2****Unit Two:**

|              |    |                           |
|--------------|----|---------------------------|
| caps2        | a) | Capitalization II         |
| quote1       | b) | Direct Quotation          |
| relative     | c) | Relative Clauses          |
| compound1    | d) | Compound Sentences I      |
| lipscomb2    | e) | Writing Topic Sentences   |
| labookpart   | f) | Using the Parts of a Book |
| nmsla71t(32) | g) | Unit Two Test             |

**neng7a-3****Unit Three:**

|              |    |                          |
|--------------|----|--------------------------|
| spell2(1)    | a) | Spelling II              |
| planpar0     | b) | How to Plan a Paragraph  |
| embeds       | c) | Embedded Sentences       |
| verytoo      | d) | Very, Too, and Enough    |
| sva1         | e) | Subject-Verb Agreement I |
| reference    | f) | Reference Strategies     |
| nmsla71t(33) | g) | Unit Three Test          |

**neng7a-4****Unit Four:**

|           |    |                                    |
|-----------|----|------------------------------------|
| commas    | a) | Comma Rules                        |
| capstwo   | b) | Capitalization II                  |
| wordstor1 | c) | The Word Store: Subjects and Verbs |
| anton1    | d) | Antonyms                           |
| pgraph3   | e) | Paragraph Editing #3               |

- cccdepict f) An Introduction to Tables, Charts, and Graphs  
 nmsla71t(34) g) Unit Four Test

**neng7a-5**

**Unit Five:**

- spell3(1) a) Spelling III  
 devpar b) Developing a Paragraph  
 lipscomb5 c) Pronoun Agreement  
 waswere d) Troublesome Verbs: Was and Were I  
 sva2 e) Subject Verb Agreement II  
 mainidea(1,2) f) Finding the Main Idea 1-2  
 nmsla71t(35) g) Unit Five Test

**neng7a-6**

**Reading in the Workplace:**

**Graphs:**

- rwibg a) Introduction to Bar Graphs  
 rwabg b) Advanced Bar Graphs  
 rwiwg c) Introduction to Line Graphs  
 rwalg d) Advanced Line Graphs  
 rwiwg e) Introduction to Pie Graphs  
 readworkt(31) f) Test

**Evaluation of Workplace Documents:**

- rwfibd g) Following Instructions in Business Documents  
 rwcond h) Conditional Statements in Workplace Documents  
 rwvocab1 i) Vocabulary in the Workplace 1  
 rwvocab2 j) Vocabulary in the Workplace 2  
 readworkt(32) k) Test

**SEVENTH GRADE READING**

**nreading7**

**Reading Exercises for Seventh Grade:**

- nreading7-1a(mod) a) The Secret Garden by Frances Hodges Burnett

Includes complete text and assignment.

- nreading7-2a(mod) b) A Novel Reaction Journal

These exercises may be used with a novel of the student's choice.

- nreading7-3(mod) c) Pacer Passages for Seventh Grade

**nreading7-1a**

Pg. 1 of 2

**A Novel Reading Guide: The Secret Garden**

One of the great things about reading is that you are able to predict what will happen in the next chapter and then see if your prediction is accurate. That is the goal of this project. Instead of writing a "typical" book report you will be making predictions and judgments as you read. Write at least one paragraph for each topic.

- nreading7-1bn(mod) a) The Secret Garden by Francis Hodgson Burnett (online text)

- Before you begin reading: Look at the title. What does it mean to you? What does it make you think of? What expectations do you have of it?
- After reading the first chapter: What do you think will happen in the rest of this book?

**nreading7-1b**

Pg. 2 of 2

**A Novel Reading Guide (cont.)**

- When you are halfway through the book: Summarize the problems the characters are facing. What do you think the

characters should do? Why would you have them take that approach?

- Just before you read the last chapter: Have all of the problems been settled? How? What do you think the final chapter will add to the book? Does it seem that something is missing?
- After you've finished the book: Make two columns on your paper with the headings: "Liked" and "Disliked." List as many things as you can about the novel under each heading. Then choose one thing you liked and one that you disliked and explain why.
- Share your findings with your classmates in a small group.

**nreading7-1bn**

**The Secret Garden by Frances Hodgson Burnett**

- nreading7-1bna(mod) a) Chapters 1-6  
 nreading7-1bnb(mod) b) Chapters 7-13  
 nreading7-1bnc(mod) c) Chapters 14-20  
 nreading7-1bnd(mod) d) Chapters 21-27

**nreading7-1bna**

**The Secret Garden by Frances Hodgson Burnett**

- sg01 a) Chapter 1 - There is No One Left  
 sg02 b) Chapter 2 - Mistress Mary Quite Contrary  
 sg03 c) Chapter 3 - Across the Moor  
 sg04 d) Chapter 4 - Martha  
 sg05 e) Chapter 5 - The Cry in the Corridor  
 sg06 f) Chapter 6 - There Was Some One Crying - There Was!

**nreading7-1bnb**

**The Secret Garden by Francis Hodges Burnett**

- sg07 a) Chapter 7 - The Key to the Garden  
 sg08 b) Chapter 8 - The Robin Who Showed the Way  
 sg09 c) Chapter 9 - The Strangest House Anyone Ever Lived in  
 sg10 d) Chapter 10 - Dickon  
 sg11 e) Chapter 11 - The Nest of the Missel Thrush  
 sg12 f) Chapter 12 - Might I Have a Bit of Earth?  
 sg13 g) Chapter 13 - I Am Colin

**nreading7-1bnc**

**The Secret Garden by Francis Hodges Burnett**

- sg14 a) Chapter 14 - A Young Rajah  
 sg15 b) Chapter 15 - Nest Building  
 sg16 c) Chapter 16 - "I Won't!" Said Mary  
 sg17 d) Chapter 17 - A Tantrum  
 sg18 e) Chapter 18 - Tha' Munnot Waste of Time  
 sg19 f) Chapter 19 - It Has Come!  
 sg20 g) Chapter 20 - I Shall Live Forever-and Ever-and Ever!

**nreading7-1bnd**

**The Secret Garden by Francis Hodges Burnett**

- sg21 a) Chapter 21 - Ben Weatherstaff  
 sg22 b) Chapter 22 - When the Sun Went Down  
 sg23 c) Chapter 23 - Magic  
 sg24 d) Chapter 24 - Let Them Laugh  
 sg25 e) Chapter 25 - The Curtain  
 sg26 f) Chapter 26 - It's Mother!  
 sg27 g) Chapter 27 - In The Garden

**nreading7-2a**

Pg. 1 of 2

**Novel Reaction Journal:**

For this activity, you may use a novel of your choice. In order to get the most from the novel, you will be asked to respond to the text on a personal level.

As you read the novel you will keep a journal, and respond to various passages in a thoughtful and truthful way. Feel free to make predictions, relate what you read to personal experiences, or relate the novel to other books or stories you have read in the past. DO NOT summarize the plot. This activity is designed to help you engage with the text, not retell it in your own words.

On the following screen are some writing "lead-ins."

Feel free to use any of them to get your various writing passages started. Of course, you can use lead-ins of your own as well.

**nreading7-2b**

Pg. 2 of 2

**Novel Reaction Journal (cont.)**

The following are possible "lead-ins" to help you get started with some of your writing passages.

I wonder what this means...

I really like/dislike this idea because...

This character reminds me of \_\_\_\_\_ because...

The setting in this story is important because...

This scene reminds me of a similar scene in \_\_\_\_\_ because...

This part is realistic/unrealistic because...

I like/dislike this writing style because...

This section makes me think about \_\_\_\_\_

I think the relationship between \_\_\_\_\_ and \_\_\_\_\_ is interesting because...

This situation reminds me a similar situation in my life when...

The character I most admire is \_\_\_\_\_ because...

If I were \_\_\_\_\_ at this point, I would...

**nreading2-1**

**Pacer Passages for Seventh Grade:**

- pacer08 a) Pacer Passages VIII
- pacer09 b) Pacer Passages IX
- pacer10 c) Pacer Passages X
- nmspace2t(31) d) Posttest

**SEVENTH GRADE WRITING**

**nwriting7**

**Writing Lessons for Seventh Grade:**

- nwriting7-1a(mod) a) Writing Metaphors
- nwriting7-2a(mod) b) Writing a Process Essay
- nwriting7-3a(mod) c) Writing Poetry
- nwriting7-4a(mod) d) Writing a Literary Interpretation

**nwriting7-1a**

Pg. 1 of 3

**Writing Metaphors:**

Metaphors are poetic devices that allow a writer to paint a clear picture of what he or she is trying to say.

In this activity you will select two different emotions and use metaphors to symbolize what the emotions mean to you.

How will you do this? Well, the first step is to choose two emotions. Some examples of emotions you could use are love, anger, jealousy, happiness, sadness or boredom.

Step two involves free association. Think about the emotions you chose and complete the categories on the following screen. For example, what color is happiness?

**nwriting7-1b**

Pg. 2 of 3

**Writing Metaphors (cont.)**

Categories for free-word association:

|         |   |                     |   |
|---------|---|---------------------|---|
| color   | = | place               | = |
| shape   | = | building            | = |
| texture | = | article of clothing | = |
| object  | = | type of music       | = |
| smell   | = | vehicle             | = |
| taste   | = | sound               | = |

An example? Let's try "loneliness"...

|               |   |                            |
|---------------|---|----------------------------|
| color         | = | gray                       |
| place         | = | isolated mountain          |
| shape         | = | circle                     |
| building      | = | mountain outpost           |
| texture       | = | cold glass                 |
| clothing      | = | a single, dirty sock       |
| object        | = | rusty tin can              |
| smell         | = | scentsless                 |
| type of music | = | blues                      |
| taste         | = | bitter lemon               |
| vehicle       | = | any junk yard car          |
| sound         | = | a single, chirping sparrow |

**nwriting7-1c**

Pg. 3 of 3

**Writing Metaphors (cont.)**

The next step is to take the word associations you came up with in the previous step and create two sentences for each of the emotions you chose to work with.

For example:

Loneliness is a rusty tin cup on the windowsill of an isolated mountain cabin.

Loneliness is a single chirping sparrow in a leafless tree on a cold, gray winter morning.

The final step of this activity is to write an essay, using one of the sentences you wrote as the topic sentence. Add details, personal experiences, or anecdotes to develop the image that you want to create.

Share your essay with your classmates in a small group.

**nwriting7-2a**

Pg. 1 of 2

**Writing a Process Essay:**

Explanation is different from description. The writer of a marriage column may DESCRIBE a wedding cake. A writer of a cookbook must EXPLAIN how the cake is made.

Let's try your hand at explaining a process.

You will be composing a step-by-step explanation of a process that you choose. You will also be creating a visual component that will be turned in with the finished composition. This visual component can be a line-drawn or photographic storyboard, or a video demonstrating the main steps in the process.

Again, your grade for this project will include both the written composition and the visual component that accompanies it.

**nwriting7-2b**

Pg. 2 of 2

**Writing a Process Essay (cont.)**

Here are some possible topics that you can work with:

1. How to make something: a birthday cake, a model airplane, a rock garden, a bookcase, ....
2. How to do something: buy a stereo, write a news story, redecorate your room, ....
3. How a process works: how lenses invert images, how green plants manufacture sugars, ....
4. A humorous explanation: how to antagonize a friend, how to get grounded, how to fail English, ....

Of course, these are only suggestions. Feel free to choose whatever topic you feel comfortable with.

**nwriting7-3a**

Pg. 1 of 2

**Writing Poetry:**

Poetry is a beautiful way to share emotions and images with those around us. In writing poetry, we use precise words to recreate the feelings that we want to share with the reader. Those words help the reader create a mental picture that allows him or her to better "see" our view of the world.

In this project, you will compose five different poems.

Before you begin to write, sit back and think about things that have happened to you, things that you have seen, things that you have felt, and things that you have heard. Of all the experiences, which had the greatest impact on you? Once you have an idea of what you would like to write about, begin to compose your poems. Write your first drafts using a dictionary, thesaurus, and/or rhyming dictionary as needed.

**nwriting7-3b**

Pg. 2 of 2

**Writing Poetry (cont.)**

Once you have finished your first drafts, set them aside for a day or two and then read them again. Revise your poems to make the images better, smooth out the images or improve the rhyming words.

When you feel that the drafts of your poems can get no better, type them using a word processor.

Add pictures to your poems, and put them together into a notebook to create your own poetry anthology.

If you are comfortable sharing your poems with your classmates, read the poems out loud to the whole class or in a small group.

**nwriting7-4a**

Pg. 1 of 2

**Writing a Literary Interpretation:**

This project will require that you select a favorite passage from anything you have read this semester and summarize the passage for a small group.

1. Select a story that you read this semester and pick the scene in the story that you thought was the most powerful one.
2. Reread the story, focusing on the characters and the mood. What do you feel when you read the passage? Why? How can you summarize it so that another person would understand the power of the passage?
3. Rewrite the scene in your own words, explaining why you think the passage is powerful and the describing the feelings it inspired in you.

**nwriting7-4b**

Pg. 2 of 2

**Writing a Literary Interpretation (cont.)**

4. Proofread your summary for errors in grammar, punctuation, spelling, etc.
5. See your teacher to arrange a time when you can present your summary to your classmates.

For SUPPLEMENTAL LESSONS and RESOURCES see pages 4-7.

**SEVENTH GRADE LANGUAGE ARTS II**

**neng7b-index**

- |               |    |                          |
|---------------|----|--------------------------|
| neng7b-1(mod) | a) | Unit One                 |
| neng7b-2(mod) | b) | Unit Two                 |
| neng7b-3(mod) | c) | Unit Three               |
| neng7b-4(mod) | d) | Unit Four                |
| neng7b-5(mod) | e) | Unit Five                |
| neng7b-6(mod) | f) | Reading in the Workplace |
| neng-glossary | g) | New Word Glossary        |

**Estimated Time to Completion: 21 hours**

**neng7b-1**

**Unit One:**

- |               |    |                                |
|---------------|----|--------------------------------|
| dvl53a        | a) | Apostrophes                    |
| iulogic       | b) | Sentence Logic                 |
| iuentex       | c) | Repairing Sentence Fragments   |
| pgraph4       | d) | Editing a Paragraph #4         |
| rread6        | e) | Dividing a Word Into Syllables |
| mainidea(3,4) | f) | Finding the Main Idea 3-4      |
| nmsla72t(31)  | g) | Unit One Test                  |

**neng7b-2**

**Unit Two:**

- |               |    |                                   |
|---------------|----|-----------------------------------|
| sound2        | a) | Spelling and Sounds of Consonants |
| compare2      | b) | Expressions of Comparison II      |
| waswere2      | c) | Troublesome Verbs: Was and Were 2 |
| iutrans       | d) | Transitions                       |
| lscn1         | e) | Reviewing                         |
| mainidea(5,7) | f) | Finding the Main Idea 5-7         |
| nmsla72t(32)  | g) | Unit Two Test                     |

**neng7b-3**

**Unit Three:**

- |                |    |                                  |
|----------------|----|----------------------------------|
| conts          | a) | Contractions                     |
| csplice        | b) | Comma Splice                     |
| negative       | c) | Double Negatives                 |
| lipscomb1      | d) | Irrelevant Details in Paragraphs |
| progressiv     | e) | Present Progressive Tense        |
| mainidea(8,10) | f) | Finding the Main Idea 8-10)      |
| nmsla72t(33)   | g) | Unit Three Test                  |

**neng7b-4**

**Unit Four:**

- |                 |    |                             |
|-----------------|----|-----------------------------|
| eng4            | a) | Troublesome Homonyms        |
| ger             | b) | Gerunds                     |
| lc2             | c) | Using the Card Catalog      |
| pph             | d) | Prepositional Phrases       |
| eng92j          | e) | Tiny Test on Grammar        |
| mainidea(11,13) | f) | Finding the Main Idea 11-13 |
| nmsla72t(34)    | g) | Unit Four Test              |

**neng7b-5****Unit Five:**

|                 |    |                                |
|-----------------|----|--------------------------------|
| begoing         | a) | Grammar Lesson: be + going to  |
| uisemi          | b) | Semicolons                     |
| compound2       | c) | Compound Sentences II          |
| db              | d) | Rhetoric: Trimming Off the Fat |
| wantads         | e) | How to Read Want Ads           |
| mainidea(14,15) | f) | Finding the Main Idea 14-15    |
| nmsla72t(35)    | g) | Unit Five Test                 |

**neng7b-6****Reading in the Workplace:****Graphs:**

|               |    |                             |
|---------------|----|-----------------------------|
| rwibg         | a) | Introduction to Bar Graphs  |
| rwabg         | b) | Advanced Bar Graphs         |
| rwilg         | c) | Introduction to Line Graphs |
| rwalg         | d) | Advanced Line Graphs        |
| rwipg         | e) | Introduction to Pie Graphs  |
| readworkt(31) | f) | Test                        |

**Evaluation of Workplace Documents:**

|               |    |  |
|---------------|----|--|
| rwfibd        | g) | Following Instructions in Business Documents |
| rwcond        | h) | Conditional Statemens in Workplace Documents |
| rwvocab1      | i) | Vocabulary in the Workplace 1                |
| rwvocab2      | j) | Vocabulary in the Workplace 2                |
| readworkt(32) | k) | Test   |

**SEVENTH GRADE READING****nreading7****Reading Exercises for Seventh Grade:**

|                   |    |  |
|-------------------|----|--|
| nreading7-1a(mod) | a) | <u>The Secret Garden</u> by Frances Hodges Burnett |
|-------------------|----|--|

Includes complete text and assignment.

|                   |    |                          |
|-------------------|----|--------------------------|
| nreading7-2a(mod) | b) | A Novel Reaction Journal |
|-------------------|----|--------------------------|

These exercises may be used with a novel of the student's choice.

|                  |    |                                  |
|------------------|----|----------------------------------|
| nreading7-3(mod) | c) | Pacer Passages for Seventh Grade |
|------------------|----|----------------------------------|

**nreading7-1a**

Pg. 1 of 2

**A Novel Reading Guide: The Secret Garden**

One of the great things about reading is that you are able to predict what will happen in the next chapter and then see if your prediction is accurate. That is the goal of this project. Instead of writing a "typical" book report you will be making predictions and judgments as you read. Write at least one paragraph for each topic.

|                    |    |  |
|--------------------|----|--|
| nreading7-1bn(mod) | a) | The Secret Garden by Francis Hodgson Burnett (online text) |
|--------------------|----|--|

- Before you begin reading: Look at the title. What does it mean to you? What does it make you think of? What expectations do you have of it?
- After reading the first chapter: What do you think will happen in the rest of this book?

**nreading7-1b**

Pg. 2 of 2

**A Novel Reading Guide (cont.)**

- When you are halfway through the book: Summarize the problems the characters are facing. What do you think the characters should do? Why would you have them take that approach?

- Just before you read the last chapter: Have all of the problems been settled? How? What do you think the final chapter will add to the book? Does it seem that something is missing?
- After you've finished the book: Make two columns on your paper with the headings: "Liked" and "Disliked." List as many things as you can about the novel under each heading. Then choose one thing you liked and one that you disliked and explain why.
- Share your findings with your classmates in a small group.

**nreading7-1bn****The Secret Garden by Frances Hodgson Burnett**

|                     |    |                |
|---------------------|----|----------------|
| nreading7-1bna(mod) | a) | Chapters 1-6   |
| nreading7-1bnb(mod) | b) | Chapters 7-13  |
| nreading7-1bnc(mod) | c) | Chapters 14-20 |
| nreading7-1bnd(mod) | d) | Chapters 21-27 |

**nreading7-1bna****The Secret Garden by Frances Hodgson Burnett**

|      |    |  |
|------|----|--|
| sg01 | a) | Chapter 1 - There is No One Left                   |
| sg02 | b) | Chapter 2 - Mistress Mary Quite Contrary           |
| sg03 | c) | Chapter 3 - Across the Moor                        |
| sg04 | d) | Chapter 4 - Martha                                 |
| sg05 | e) | Chapter 5 - The Cry in the Corridor                |
| sg06 | f) | Chapter 6 - There Was Some One Crying - There Was! |

**nreading7-1bnb****The Secret Garden by Francis Hodges Burnett**

|      |    |  |
|------|----|--|
| sg07 | a) | Chapter 7 - The Key to the Garden                    |
| sg08 | b) | Chapter 8 - The Robin Who Showed the Way             |
| sg09 | c) | Chapter 9 - The Strangest House Anyone Ever Lived in |
| sg10 | d) | Chapter 10 - Dickon                                  |
| sg11 | e) | Chapter 11 - The Nest of the Missel Thrush           |
| sg12 | f) | Chapter 12 - Might I Have a Bit of Earth?            |
| sg13 | g) | Chapter 13 - I Am Colin                              |

**nreading7-1bnc****The Secret Garden by Francis Hodges Burnett**

|      |    |  |
|------|----|--|
| sg14 | a) | Chapter 14 - A Young Rajah                           |
| sg15 | b) | Chapter 15 - Nest Building                           |
| sg16 | c) | Chapter 16 - "I Won't!" Said Mary                    |
| sg17 | d) | Chapter 17 - A Tantrum                               |
| sg18 | e) | Chapter 18 - Tha' Munnot Waste of Time               |
| sg19 | f) | Chapter 19 - It Has Come!                            |
| sg20 | g) | Chapter 20 - I Shall Live Forever-and Ever-and Ever! |

**nreading7-1bnd****The Secret Garden by Francis Hodges Burnett**

|      |    |                                     |
|------|----|-------------------------------------|
| sg21 | a) | Chapter 21 - Ben Weatherstaff       |
| sg22 | b) | Chapter 22 - When the Sun Went Down |
| sg23 | c) | Chapter 23 - Magic                  |
| sg24 | d) | Chapter 24 - Let Them Laugh         |
| sg25 | e) | Chapter 25 - The Curtain            |
| sg26 | f) | Chapter 26 - It's Mother!           |
| sg27 | g) | Chapter 27 - In The Garden          |

**nreading7-2a**

Pg. 1 of 2

**Novel Reaction Journal:**

For this activity, you may use a novel of your choice. In order to get the most from the novel, you will be asked to respond to the text on a personal level.

As you read the novel you will keep a journal, and respond to various passages in a thoughtful and truthful way. Feel free to make predictions, relate what you read to personal experiences, or relate the novel to other books or stories you have read in the past. DO NOT summarize the plot. This activity is designed to help you engage with the text, not retell it in your own words.

On the following screen are some writing "lead-ins."

Feel free to use any of them to get your various writing passages started. Of course, you can use lead-ins of your own as well.

**nreading7-2b**

Pg. 2 of 2

**Novel Reaction Journal (cont.)**

The following are possible "lead-ins" to help you get started with some of your writing passages.

I wonder what this means...

I really like/dislike this idea because...

This character reminds me of \_\_\_\_\_ because...

The setting in this story is important because...

This scene reminds me of a similar scene in \_\_\_\_\_ because...

This part is realistic/unrealistic because...

I like/dislike this writing style because...

This section makes me think about \_\_\_\_\_

I think the relationship between \_\_\_\_\_ and \_\_\_\_\_ is interesting because...

This situation reminds me a similar situation in my life when...

The character I most admire is \_\_\_\_\_ because...

If I were \_\_\_\_\_ at this point, I would...

**nreading2-1**

**Pacer Passages for Seventh Grade:**

- pacer08 a) Pacer Passages VIII
- pacer09 b) Pacer Passages IX
- pacer10 c) Pacer Passages X
- nmspace2t(31) d) Posttest

**SEVENTH GRADE WRITING**

**nwriting7**

**Writing Lessons for Seventh Grade:**

- nwriting7-1a(mod) a) Writing Metaphors
- nwriting7-2a(mod) b) Writing a Process Essay
- nwriting7-3a(mod) c) Writing Poetry
- nwriting7-4a(mod) d) Writing a Literary Interpretation

**nwriting7-1a**

Pg. 1 of 3

**Writing Metaphors:**

Metaphors are poetic devices that allow a writer to paint a clear picture of what he or she is trying to say.

In this activity you will select two different emotions and use metaphors to symbolize what the emotions mean to you.

How will you do this? Well, the first step is to choose two emotions. Some examples of emotions you could use are love, anger, jealousy, happiness, sadness or boredom.

Step two involves free association. Think about the emotions you chose and complete the categories on the following screen. For example, what color is happiness?

**nwriting7-1b**

Pg. 2 of 3

**Writing Metaphors (cont.)**

Categories for free-word association:

- color = place =
- shape = building =
- texture = article of clothing =
- object = type of music =
- smell = vehicle =
- taste = sound =

An example? Let's try "loneliness"...

- color = gray
- place = isolated mountain
- shape = circle
- building = mountain outpost
- texture = cold glass
- clothing = a single, dirty sock
- object = rusted tin can
- smell = scentless
- type of music = blues
- taste = bitter lemon
- vehicle = any junk yard car
- sound = a single, chirping sparrow

**nwriting7-1c**

Pg. 3 of 3

**Writing Metaphors (cont.)**

The next step is to take the word associations you came up with in the previous step and create two sentences for each of the emotions you chose to work with.

For example:

Loneliness is a rusty tin cup on the windowsill of an isolated mountain cabin.

Loneliness is a single chirping sparrow in a leafless tree on a cold, gray winter morning.

The final step of this activity is to write an essay, using one of the sentences you wrote as the topic sentence. Add details, personal experiences, or anecdotes to develop the image that you want to create.

Share your essay with your classmates in a small group.

**nwriting7-2a**

Pg. 1 of 2

**Writing a Process Essay:**

Explanation is different from description. The writer of a marriage column may DESCRIBE a wedding cake. A writer of a cookbook must EXPLAIN how the cake is made.

Let's try your hand at explaining a process.

You will be composing a step-by-step explanation of a process that you choose. You will also be creating a visual component that will be turned in with the finished composition. This visual component can be a line-drawn or photographic storyboard, or a video demonstrating the main steps in the process.

Again, your grade for this project will include both the written composition and the visual component that accompanies it.

**nwriting7-2b**

Pg. 2 of 2

**Writing a Process Essay (cont.)**

Here are some possible topics that you can work with:

1. How to make something: a birthday cake, a model airplane, a rock garden, a bookcase, ....
2. How to do something: buy a stereo, write a news story, redecorate your room, ....
3. How a process works: how lenses invert images, how green plants manufacture sugars, ....
4. A humorous explanation: how to antagonize a friend, how to get grounded, how to fail English, ....

Of course, these are only suggestions. Feel free to choose whatever topic you feel comfortable with.

**nwriting7-3a**

Pg. 1 of 2

**Writing Poetry:**

Poetry is a beautiful way to share emotions and images with those around us. In writing poetry, we use precise words to recreate the feelings that we want to share with the reader. Those words help the reader create a mental picture that allows him or her to better "see" our view of the world.

In this project, you will compose five different poems.

Before you begin to write, sit back and think about things that have happened to you, things that you have seen, things that you have felt, and things that you have heard. Of all the experiences, which had the greatest impact on you? Once you have an idea of what you would like to write about, begin to compose your poems. Write your first drafts using a dictionary, thesaurus, and/or rhyming dictionary as needed.

**nwriting7-3b**

Pg. 2 of 2

**Writing Poetry (cont.)**

Once you have finished your first drafts, set them aside for a day or two and then read them again. Revise your poems to make the images better, smooth out the images or improve the rhyming words.

When you feel that the drafts of your poems can get no better, type them using a word processor.

Add pictures to your poems, and put them together into a notebook to create your own poetry anthology.

If you are comfortable sharing your poems with your classmates, read the poems out loud to the whole class or in a small group.

**nwriting7-4a**

Pg. 1 of 2

**Writing a Literary Interpretation:**

This project will require that you select a favorite passage from anything you have read this semester and summarize the passage for a small group.

1. Select a story that you read this semester and pick the scene in the story that you thought was the most powerful one.
2. Reread the story, focusing on the characters and the mood. What do you feel when you read the passage? Why? How can you summarize it so that another person would understand the power of the passage?
3. Rewrite the scene in your own words, explaining why you think the passage is powerful and the describing the feelings it inspired in you.

**nwriting7-4b**

Pg. 2 of 2

**Writing a Literary Interpretation (cont.)**

4. Proofread your summary for errors in grammar, punctuation, spelling, etc.
5. See your teacher to arrange a time when you can present your summary to your classmates.

For SUPPLEMENTAL LESSONS and RESOURCES see pages 4-7.

**EIGHTH GRADE LANGUAGE ARTS I****neng8-index**

|               |    |                          |
|---------------|----|--------------------------|
| neng8a-1(mod) | a) | Unit One                 |
| neng8a-2(mod) | b) | Unit Two                 |
| neng8a-3(mod) | c) | Unit Three               |
| neng8a-4(mod) | d) | Unit Four                |
| neng8a-5(mod) | e) | Unit Five                |
| neng8a-6(mod) | f) | Reading in the Workplace |
| neng-glossary | g) | New Word Glossary        |

**Estimated Time to Completion: 31 hours**

**neng8a-1****Unit One:**

|                 |    |  |
|-----------------|----|--|
| spell4(1)       | a) | Spelling IV                            |
| wordstor2       | b) | The Word Store: Verbs and Verb Phrases |
| lafiglang       | c) | Figurative Language                    |
| eng92           | d) | Parts of Speech                        |
| levels          | e) | Levels of Generality in Writing        |
| mainidea(16,17) | f) | Finding the Main Idea 16-17            |
| nmsla81t(31)    | g) | Unit One Test                          |

**neng8a-2****Unit Two:**

|                 |    |  |
|-----------------|----|--|
| smcol           | a) | Semicolons I                                 |
| eng92n          | b) | Dangling Participles and Misplaced Modifiers |
| startfin        | c) | Introductions and Conclusions in Paragraphs  |
| induct          | d) | Logic: Directions of Reasoning               |
| caps3           | e) | Capitalization III                           |
| mainidea(18,20) | f) | Finding the Main Idea 18-20                  |
| nmsla81t(32)    | g) | Unit Two Test                                |

**neng8a-3****Unit Three:**

|              |    |                                  |
|--------------|----|----------------------------------|
| voclsp       | a) | Word Power: Spelling             |
| dvl28a       | b) | Multiple Meanings                |
| affixes1     | c) | Prefixes and Suffixes            |
| eng92b       | d) | More Terrific Things About Verbs |
| directol     | e) | Direct Objects I                 |
| reading1     | f) | Reading Comprehension I          |
| nmsla81t(33) | g) | Unit Three Test                  |

**neng8a-4****Unit Four:**

|              |    |  |
|--------------|----|--|
| cain01r      | a) | Commas to Set Off Extra Parts of Sentences I |
| quote3       | b) | Quotations III                               |
| eng92s       | c) | Welcome to Parallelism                       |
| classify     | d) | Classification                               |
| readrapid    | e) | Rapid Reading                                |
| reading2     | f) | Reading Comprehension II                     |
| nmsla81t(34) | g) | Unit Four Test                               |

**neng8a-5**

**Unit Five:**

- |              |    |                              |
|--------------|----|------------------------------|
| nconfuse     | a) | Words Commonly Confused      |
| wordanal     | b) | Strutural Analysis of a Word |
| readpc       | c) | Reading by Phrases           |
| ncl          | d) | Noun Clauses                 |
| indirect     | e) | Indirect Object Recognition  |
| reading3     | f) | Reading Comprehension III    |
| nmsla81t(35) | g) | Unit Five Test               |

**neng8a-6**

**Reading in the Workplace:**

**Graphs:**

- |               |    |                             |
|---------------|----|-----------------------------|
| rwibg         | a) | Introduction to Bar Graphs  |
| rwabg         | b) | Advanced Bar Graphs         |
| rwilg         | c) | Introduction to Line Graphs |
| rwalg         | d) | Advanced Line Graphs        |
| rwipg         | e) | Introduction to Pie Graphs  |
| readworkt(31) | f) | Test                        |

**Evaluation of Workplace Documents:**

- |               |    |  |
|---------------|----|--|
| rwfibd        | g) | Following Instructions in Business Documents |
| rwcond        | h) | Conditional Statemens in Workplace Documents |
| rwvocab1      | i) | Vocabulary in the Workplace 1                |
| rwvocab2      | j) | Vocabulary in the Workplace 2                |
| readworkt(32) | k) | Test   |

**EIGHTH GRADE READING**

**nreading8**

**Reading Exercises for Eighth Grade:**

- nreading8-1a(mod) a) The Time Machine by H.G. Wells  
Includes complete text of the novel and an assignment.
- nreading8-2(mod) b) Pacer Passages for Eighth Grade

**nreading8-1a**

Pg. 1 of 3

**A Novel Research Project: The Time Machine by H. G. Wells**

The first part of this assignment is to read the novel The Time Machine by H.G. Wells. If you can't find a hard-copy of the novel, you can read it on-line by pressing <a>:

- timemachin a) The Time Machine by H. G. Wells

Now that you have experienced time travel through the mind of H.G. Wells, it is your turn to generate a time travel experience.

**Step One: Select a time period to visit.**

Where (and to what time) should you choose to travel? Well, that is up to you. However, a suggestion: Choose an event that is fairly well-known to avoid having problems with your search for information.

**nreading8-1b**

Pg. 2 of 3

**A Novel Research Project: The Time Machine by H.G. Wells (cont.)**

Suggested "trips" that you can take:

Visit Dallas with John F. Kennedy on that tragic day in 1963.

Travel to the New World with Christopher Columbus.

Be there as Leonardo da Vinci finishes a masterpiece.

**Step Two: See your teacher for guidelines on how you should conduct your research.**

You will need to know what kind of sources are required, how many sources are required, how sources are to be documented in the final paper, how long the paper should be, etc.

**Step Three: Conduct your research.**

Use all sources possible to get details on people

**nreading8-1c**

Pg. 3 of 3

**A Novel Research Project: The Time Machine by H.G. Wells (cont.)**

**Step Three (cont.)**

and events that you have chosen. You may also want to focus on areas of special interest to you such as architecture, clothing, or food.

**Step Four: Write about your trip.**

Playing the part of either the narrator or the time travel traveler himself/herself, write about the experience. Remember to stay true to the factual events and people. You are to observe the event(s). You are NOT to change their outcome.

Even though this writing topic does result in what will look like historical fiction, it is still research at its core. Be sure to document all of your sources as your teacher specifies.

**Step Five: Turn in your trip report!**

**nreading8a-2**

**Pacer Passages for Eighth Grade:**

- |               |    |                     |
|---------------|----|---------------------|
| pacer11       | e) | Pacer Passages XI   |
| pacer12       | f) | Pacer Passages XII  |
| pacer13       | g) | Pacer Passages XIII |
| nmspace3t(31) | h) | Posttest            |

**EIGHTH GRADE WRITING**

**nwriting8**

**Writing Lessons for Eighth Grade:**

- |                      |                             |
|----------------------|-----------------------------|
| nwriting8-1a(mod) a) | Writing a Narrative Scene   |
| nwriting8-2a(mod) b) | How to Write a How-to Guide |
| nwriting8-3(mod) c)  | Writing an Opinion Essay    |
| nwriting8-4a(mod) d) | Writing a Children's Story  |
| nwriting8-5a(mod) e) | Writing a Movie Review      |

**nwriting8-1a**

Pg. 1 of 2

**Writing a Narrative Scene:**

In this project, you will need to think back over your life to a special moment that you would like to share with others. (If you can not think of one, feel free to be creative and make up one.) Once you have the moment in mind- scary, sad, happy, amazing, etc.-outline the key elements of the scene by answering the questions below:

Setting: When and where did this take place? If you were inside, what did the room(s) look like? If you were outside, what was the weather like?

Characters: Who was involved? What were their relation-ships to one another?

Plot: How did the situation begin? How did it develop, and why? What brought the situation to an end?

**nwriting8-1b**

Pg. 2 of 2

**Writing a Narrative Scene (cont.)**

Now use the details you have identified above and narrative skills that you have learned (descriptive writing, creating dialog, etc.) to write a short story.

Share your story with your classmates in a small group.

**nwriting8-2a**

Pg. 1 of 3

**Writing a How to Guide:**

Using writing skills to describe to someone how a toy is constructed in the kind of activity that many adults use on a daily basis in their jobs. True, they may not be describing how to build a toy, but the object of the task is the same. We must all know how to provide those around us with clear directions on how to do things if we expect to have the jobs done properly.

Using a set of more than 50 pieces of a toy construction set, such as LEGOS, Erector, or Steel Tec, write instructions on how to assemble a toy.

1. Create the toy from a toy construction set.
2. Draft instructions for assembly:
  - a. Identify the parts and tools (if necessary) for assembly.

**nwriting8-2b**

Pg. 2 of 3

**Writing a How to Guide (cont.)**

- b. Sequence the steps accurately.
  - c. Number or bullet the steps and substeps for each stage of construction.
  - d. Include diagrams and other helpful graphic aids.
3. Field test your instructions by asking someone in class to assemble your toy by following your written instructions only. Ask for input on how you could improve your instructions to make assembly easier.
4. Revise your instructions based on the first field test. Repeat field testing and revisions until two people in a row can assemble the toy using only your written instructions.
5. Submit your final instructions and the parts for assembly to your teacher. Your teacher will consider parts will be given to a student in another class for assembly and critique. Your teacher will consider

**nwriting8-2c**

Pg. 3 of 3

**Writing a How to Guide (cont.)**

- the results of this test in the final evaluation of your instructions.
6. Rewrite the instructions for younger students. Modify or simplify the design, if necessary.
  7. Repeat steps 2 through 4 until two younger students in a row can successfully assemble the toy using only your written instructions.
  8. Submit your new instructions to your teacher for final evaluation.

**nwriting8-3****Writing an Opinion Essay:**

By now you have learned many writing techniques.

This year we would like for you to write an essay dealing with a controversial issue. The topic is up to you. The final composition should be about 500 words and typed on a word processor. You will

not need to worry about documenting your sources as you would do in a standard research paper. However, you should talk to your teacher about how you are to document statistical data that you do decide to use. (Since this is a short opinion essay, your evidence should be accurate and factual.)

See your teacher for additional guidelines.

**nwriting8-4a**

Pg. 1 of 2

**Writing a Children's Story:**

Children's picture books are amazing things. They allow children to take trips to magic lands and have exciting adventures. These days many children seem to be losing the ability to IMAGINE.

Well, here is your chance to fight that trend. Your assignment is to create a children's picture book.

What should it be about? What kind of characters should you create? What kind of pictures will it contain? That is all up to you. The world of imagination is yours to explore. Bon voyage!

You should probably first go to a library or a bookstore and read a few children's books. This will allow you to get a good impression of what a typical children's book looks like.

**nwriting8-4b**

Pg. 2 of 2

**Writing a Children's Story (cont.)**

Once you have an idea of what the genre looks like, you should brainstorm possible story lines. You can then create characters and the setting for the story.

Unfortunately, there is no universal process for writing a good story. So, you will simply have to jump in with both feet and see what happens!

You may also consider reading the chapters in your textbook on writing fiction and consulting with your instructor.

Once the story is finished (with pictures), turn it in to your instructor.

(One final suggestion, imagine that in several years you will have a child. What kind of story would you want your child to read? Write and illustrate that story!)

**nwriting8-5a**

Pg. 1 of 2

**Writing a Movie Review:**

Have you ever watched Roger Ebert discuss a new movie? He seems to know what is right and wrong with the movie. Well, sometimes he's on the mark and sometimes he's not!

This assignment will give YOU a chance to decide what is right and wrong with a movie that you will watch. You will then compare your reaction to those of some professional movie critics.

First, you will need to look in local or national newspapers or magazines for movie reviews. Pick reviews on movies that you do not plan to watch for this project. Use these reviews to study the type of things that reviewers look for when evaluating a movie. Take notes and prepare an evaluation process that you will use for your reviews.

**nwriting8-5b**

Pg. 2 of 2

**Writing a Movie Review (cont.)**

Now find your movie. It might be at a theater or on video. (Video movies will be easier to evaluate since you have control over when they start and stop.)

Watch your movie at least once. If you can see the movie more than once, even better! (The more you watch things, the more you see.)

As you watch, take notes on the things that you decided to evaluate.

Once you are ready, use your notes to write a review of the movie.

## Language Arts

Now go to the library and find two reviews on the same movie that you reviewed. Study the professional reviewers' comments and then compose a comparison and contrast essay in which you discuss the various impressions of the film (yours and theirs).

Share your review with your classmates.

For [SUPPLEMENTAL LESSONS](#) and [RESOURCES](#) see pages 4-7.

### EIGHTH GRADE LANGUAGE ARTS II

#### *neng8b-index*

|               |    |                          |
|---------------|----|--------------------------|
| neng8b-1(mod) | f) | Unit One                 |
| neng8b-2(mod) | g) | Unit Two                 |
| neng8b-3(mod) | h) | Unit Three               |
| neng8b-4(mod) | i) | Unit Four                |
| neng8b-5(mod) | j) | Unit Five                |
| neng8b-6(mod) | k) | Reading in the Workplace |
| neng-glossary | l) | New Word Glossary        |

**Estimated Time to Completion: 23 hours**

#### *neng8b-1*

##### Unit One:

|              |    |   |
|--------------|----|---|
| cain02r      | a) | Commas to Set Off Extra Parts of Sentences II |
| quote4       | b) | Quotations IV                                 |
| lascanskim   | c) | Scanning and Skimming                         |
| essay        | d) | The 3 Step Essay                              |
| comcon       | e) | The Comparison and Contrast Essay             |
| reading4     | f) | Reading Comprehension IV                      |
| nmsla82t(31) | g) | Unit One Test                                 |

#### *neng8b-2*

##### Unit Two:

|              |    |                            |
|--------------|----|----------------------------|
| synon2       | a) | Synonyms II                |
| lapresuf     | b) | Prefixes and Suffixes      |
| latitles     | c) | Titles for Paragraphs      |
| adjc         | d) | Adjective Clauses          |
| iusva        | e) | Subject and Verb Agreement |
| gedreadr     | f) | Reading for the Main Idea  |
| nmsla82t(32) | g) | Unit Two Test              |

#### *neng8b-3*

##### Unit Three:

|              |    |                             |
|--------------|----|-----------------------------|
| smco2        | a) | Semicolons II               |
| capsiii      | b) | Capitalization III          |
| speaking1    | c) | Preparing to Give a Speech  |
| outline1     | d) | Outlining                   |
| eap1         | e) | Argumentative Writing       |
| gedread1     | f) | Reading for Implied Meaning |
| nmsla82t(33) | g) | Unit Three Test             |

#### *neng8b-4*

##### Unit Four:

|              |    |                           |
|--------------|----|---------------------------|
| anton2       | a) | Antonyms II               |
| idiomprac    | b) | Idiom Practice            |
| anxiety      | c) | Speech Anxiety            |
| advc         | d) | Adverb Clauses            |
| twoword      | e) | Two Word Verbs            |
| gedread4r    | f) | Reading for the Main Idea |
| nmsla82t(34) | g) | Unit Four Test            |

#### *neng8b-5*

##### Unit Five:

|         |    |                    |
|---------|----|--------------------|
| smco3   | a) | Semicolons III     |
| lapunct | b) | Punctuation Review |
| infit   | c) | Infinitives        |

|              |    |   |
|--------------|----|---|
| outline2     | d) | Four Checkpoints for Testing an Outline |
| eap2         | e) | Causes and Effect Writing               |
| gedread2     | f) | Recognizing Fact and Opinion            |
| nmsla82t(35) | g) | Unit Five Test                          |

#### *neng8b-6*

##### Reading in the Workplace:

##### Graphs:

|               |    |                             |
|---------------|----|-----------------------------|
| rwibg         | a) | Introduction to Bar Graphs  |
| rwabg         | b) | Advanced Bar Graphs         |
| rwilg         | c) | Introduction to Line Graphs |
| rwalg         | d) | Advanced Line Graphs        |
| rwipg         | e) | Introduction to Pie Graphs  |
| readworkt(31) | f) | Test                        |

##### Evaluation of Workplace Documents:

|               |    |   |
|---------------|----|---|
| rwfibd        | g) | Following Instructions in Business Documents  |
| rwcond        | h) | Conditional Statements in Workplace Documents |
| rwvocab1      | i) | Vocabulary in the Workplace 1                 |
| rwvocab2      | j) | Vocabulary in the Workplace 2                 |
| readworkt(32) | k) | Test  |

### EIGHTH GRADE READING

#### *nreading8*

##### Reading Exercises for Eighth Grade:

nreading8-1a(mod) a) [The Time Machine](#) by H.G. Wells

Includes complete text of the novel and an assignment.

nreading8-2(mod) b) Pacer Passages for Eighth Grade

#### *nreading8-1a*

Pg. 1 of 3

##### A Novel Research Project: [The Time Machine](#) by H. G. Wells

The first part of this assignment is to read the novel [The Time Machine](#) by H.G. Wells. If you can't find a hard-copy of the novel, you can read it on-line by pressing <a>:

timemachin a) [The Time Machine](#) by H. G. Wells

Now that you have experienced time travel through the mind of H.G. Wells, it is your turn to generate a time travel experience.

##### Step One: Select a time period to visit.

Where (and to what time) should you choose to travel? Well, that is up to you. However, a suggestion: Choose an event that is fairly well-known to avoid having problems with your search for information.

#### *nreading8-1b*

Pg. 2 of 3

##### A Novel Research Project: [The Time Machine](#) by H.G. Wells (cont.)

Suggested "trips" that you can take:

Visit Dallas with John F. Kennedy on that tragic day in 1963.

Travel to the New World with Christopher Columbus.

Be there as Leonardo da Vinci finishes a masterpiece.

##### Step Two: See your teacher for guidelines on how you should conduct your research.

You will need to know what kind of sources are required, how many sources are required, how sources are to be documented in the final paper, how long the paper should be, etc.

##### Step Three: Conduct your research.

Use all sources possible to get details on people

**nreading8-1c**

Pg. 3 of 3

**A Novel Research Project: The Time Machine by H.G. Wells (cont.)****Step Three (cont.)**

and events that you have chosen. You may also want to focus on areas of special interest to you such as architecture, clothing, or food.

**Step Four: Write about your trip.**

Playing the part of either the narrator or the time travel traveler himself/herself, write about the experience. Remember to stay true to the factual events and people. You are to observe the event(s). You are NOT to change their outcome.

Even though this writing topic does result in what will look like historical fiction, it is still research at its core. Be sure to document all of your sources as your teacher specifies.

**Step Five: Turn in your trip report!****nreading8a-2****Pacer Passages for Eighth Grade:**

|               |    |                     |
|---------------|----|---------------------|
| pacer11       | e) | Pacer Passages XI   |
| pacer12       | f) | Pacer Passages XII  |
| pacer13       | g) | Pacer Passages XIII |
| nmspace3t(31) | h) | Posttest            |

**EIGHTH GRADE WRITING****nwriting8****Writing Lessons for Eighth Grade:**

|                      |                             |
|----------------------|-----------------------------|
| nwriting8-1a(mod) a) | Writing a Narrative Scene   |
| nwriting8-2a(mod) b) | How to Write a How-to Guide |
| nwriting8-3(mod) c)  | Writing an Opinion Essay    |
| nwriting8-4a(mod) d) | Writing a Children's Story  |
| nwriting8-5a(mod) e) | Writing a Movie Review      |

**nwriting8-1a**

Pg. 1 of 2

**Writing a Narrative Scene:**

In this project, you will need to think back over your life to a special moment that you would like to share with others. (If you can not think of one, feel free to be creative and make up one.) Once you have the moment in mind- scary, sad, happy, amazing, etc.-outline the key elements of the scene by answering the questions below:

Setting: When and where did this take place? If you were inside, what did the room(s) look like? If you were outside, what was the weather like?

Characters: Who was involved? What were their relationships to one another?

Plot: How did the situation begin? How did it develop, and why? What brought the situation to an end?

**nwriting8-1b**

Pg. 2 of 2

**Writing a Narrative Scene (cont.)**

Now use the details you have identified above and narrative skills that you have learned (descriptive writing, creating dialog, etc.) to write a short story.

Share your story with your classmates in a small group.

**nwriting8-2a**

Pg. 1 of 3

**Writing a How to Guide:**

Using writing skills to describe to someone how a toy is constructed in the kind of activity that many adults use on a daily basis in their jobs. True, they may not be describing how to build a toy, but the object of the task is the same. We must all know how to provide those around us with clear directions on how to do things if we expect to have the jobs done properly.

Using a set of more than 50 pieces of a toy construction set, such as LEGOS, Erector, or Steel Tec, write instructions on how to assemble a toy.

1. Create the toy from a toy construction set.
2. Draft instructions for assembly:
  - a. Identify the parts and tools (if necessary) for assembly.

**nwriting8-2b**

Pg. 2 of 3

**Writing a How to Guide (cont.)**

- b. Sequence the steps accurately.
  - c. Number or bullet the steps and substeps for each stage of construction.
  - d. Include diagrams and other helpful graphic aids.
3. Field test your instructions by asking someone in class to assemble your toy by following your written instructions only. Ask for input on how you could improve your instructions to make assembly easier.
  4. Revise your instructions based on the first field test. Repeat field testing and revisions until two people in a row can assemble the toy using only your written instructions.
  5. Submit your final instructions and the parts for assembly to your teacher. Your teacher will consider parts will be given to a student in another class for assembly and critique. Your teacher will consider

**nwriting8-2c**

Pg. 3 of 3

**Writing a How to Guide (cont.)**

- the results of this test in the final evaluation of your instructions.
6. Rewrite the instructions for younger students. Modify or simplify the design, if necessary.
  7. Repeat steps 2 through 4 until two younger students in a row can successfully assemble the toy using only your written instructions.
  8. Submit your new instructions to your teacher for final evaluation.

**nwriting8-3****Writing an Opinion Essay:**

By now you have learned many writing techniques.

This year we would like for you to write an essay dealing with a controversial issue. The topic is up to you. The final composition should be about 500 words and typed on a word processor. You will not need to worry about documenting your sources as you would do in a standard research paper. However, you should talk to your teacher about how you are to document statistical data that you do decide to use. (Since this is a short opinion essay, your evidence should be accurate and factual.)

See your teacher for additional guidelines.

---

**nwriting8-4a**

---

Pg. 1 of 2

**Writing a Children's Story:**

Children's picture books are amazing things. They allow children to take trips to magic lands and have exciting adventures. These days many children seem to be losing the ability to IMAGINE.

Well, here is your chance to fight that trend. Your assignment is to create a children's picture book.

What should it be about? What kind of characters should you create? What kind of pictures will it contain? That is all up to you. The world of imagination is yours to explore. Bon voyage!

You should probably first go to a library or a bookstore and read a few children's books. This will allow you to get a good impression of what a typical children's book looks like.

---

**nwriting8-4b**

---

Pg. 2 of 2

**Writing a Children's Story (cont.)**

Once you have an idea of what the genre looks like, you should brainstorm possible story lines. You can then create characters and the setting for the story.

Unfortunately, there is no universal process for writing a good story. So, you will simply have to jump in with both feet and see what happens!

You may also consider reading the chapters in your textbook on writing fiction and consulting with your instructor.

Once the story is finished (with pictures), turn it in to your instructor.

(One final suggestion, imagine that in several years you will have a child. What kind of story would you want your child to read? Write and illustrate that story!)

---

**nwriting8-5a**

---

Pg. 1 of 2

**Writing a Movie Review:**

Have you ever watched Roger Ebert discuss a new movie? He seems to know what is right and wrong with the movie. Well, sometimes he's on the mark and sometimes he's not!

This assignment will give YOU a chance to decide what is right and wrong with a movie that you will watch. You will then compare your reaction to those of some professional movie critics.

First, you will need to look in local or national newspapers or magazines for movie reviews. Pick reviews on movies that you do not plan to watch for this project. Use these reviews to study the type of things that reviewers look for when evaluating a movie. Take notes and prepare an evaluation process that you will use for your reviews.

---

**nwriting8-5b**

---

Pg. 2 of 2

**Writing a Movie Review (cont.)**

Now find your movie. It might be at a theater or on video. (Video movies will be easier to evaluate since you have control over when they start and stop.)

Watch your movie at least once. If you can see the movie more than once, even better! (The more you watch things, the more you see.)

As you watch, take notes on the things that you decided to evaluate.

Once you are ready, use your notes to write a review of the movie.

Now go to the library and find two reviews on the same movie that you reviewed. Study the professional reviewers' comments and then compose a comparison and contrast essay in which you discuss the various impressions of the film (yours and theirs).

Share your review with your classmates

For SUPPLEMENTAL LESSONS and RESOURCES see pages 4-7.

**MATHEMATICS**

**6TH GRADE MATHEMATICS**

***nmath6***

**Topics:**

- nmath6a(mod) a) Whole Numbers
- nmath6b(mod) b) Fractions - Basic Terms, Equivalent Fractions, and Mixed Numbers
- nmath6c(mod) c) Fractions - Operations
- nmath6d(mod) d) Decimals
- nmath6e(mod) e) Ratios, Proportions, Percents and Algebraic Thinking
- nmath6f(mod) f) Geometry and Measurement
- nmath6g(mod) g) Integers
- nmath6h(mod) h) Introduction to Graphs and Graphing
- nmath6i(mod) i) Probability and Measures of Central Tendency
- nmath6j(mod) j) Estimation

**Estimated Time to Completion: 42 hours**

***nmath6a***

Pg. 1 of 3

**Whole Numbers - Multiplying:**

- stamp a) Rubber Stamp
- arrays b) Arrays
- multa1 c) Multiplying by a One-digit Numbers
- multmeans d) Multiplication Is...
- factspcp(9) e) Facts Practice: Multiplication
- arrays2 f) More Arrays
- antwar g) Antwar
- multa2 h) Multiplying by Numbers Ending in Zero

***nmath6aa***

Pg. 2 of 3

**Whole Numbers - Multiplying continued:**

- multalg a) Multiplying by 2-Digit Numbers
- speedway(2) b) Multiplication Speedway
- msn3math6t(31) c) Whole Numbers - Multiplying TEST  
Whole Numbers - Dividing:
- divmeans d) Division Is...
- gimme e) Sharing by Dividing into Equal Groups
- trynum f) Guessing Division
- factspcp(10) g) Facts Practice: Division

***nmath6ab***

Pg. 3 of 3

**Whole Numbers - Dividing continued:**

- div1 a) Introduction to Long Division - Part 1
- div2 b) Introduction to Long Division - Part 2
- divalg c) Long Division Checkup
- speedway(3) d) Division Speedway
- msn3math6t(32) e) Whole Numbers - Dividing TEST

***nmath6b***

Pg. 1 of 3

**Fractions - Basic Terms, Equivalent Fractions, and Mixed Numbers:**

- rec a) Cut and Paint
- fnotation b) Fraction Notation
- lites(1) c) Lights - Basic Fractions
- liteseq(1) d) Lights: Equivalent Fractions 1
- recchk e) Checkup For Cut and Paint
- pizza4 f) Pizza - Mixed Numbers Introduction
- tryeq(3) g) Try These: Fractions and Mixed Numbers

- tryeq(5) h) Try These: Equivalent Mixed Numbers
- nlintroc i) Vocabulary - Whole Numbers, Fractions, Mixed Numbers

***nmath6ba***

Pg. 2 of 3

**Fractions - Basic Terms, Equivalent Fractions, and Mixed Numbers continued:**

- sortf a) Sort Numbers By Form
- pmix b) Checkup - Mixed Numbers With Pizza
- tryeq(8) c) Checkup: Equivalent Mixed Numbers
- liteseq(2) d) Lights: Equivalent Fractions 2
- recnams e) Boxes - Name Equivalent Fractions
- sorteqf(1) f) Sort Equivalent Fractions
- sorteqm g) Sort Equivalent Mixed Numbers
- tryeq(1) h) Try These: Equivalent Fractions
- sti i) Introduction to Simplest Terms

***nmath6bb***

Pg. 3 of 3

**Fractions - Basic Terms, Equivalent Fractions, and Mixed Numbers continued:**

- pcd a) Pizza Common Denominator
- sorteqf(3) b) Checkup: Sort Equivalent Fractions
- tryeq(7) c) Try These Equivalent Fractions
- sterms d) Simplest Terms - and Checkup
- msn3math6t(33) e) Fractions - Basic Terms TEST

***nmath6c***

Pg. 1 of 4

**Fractions - Adding and Subtracting Part I:**

- nlintroc a) Mixed Number Notation
- naf b) Mixed Number Answer Format
- pad1(1) c) Add and Subtract Mixed Numbers
- pad1(3) d) Simplifying Answers to Addition Problems
- pad1(4) e) Standard Form Practice
- pad1(6) f) Addition Practice, Simplifying Answers
- pad2(1) g) Subtraction with Borrowing
- tryad(1) h) Addition and Subtraction Drill
- pad2(2) i) Addition and Subtraction with Simplifying and Borrowing

***nmath6ca***

Pg. 2 of 4

**Fractions - Adding and Subtracting Part I continued:**

- pad1(8) a) Checkup: Standard Form
- pad2(4) b) Checkup: Add and Subtract Mixed Numbers
- msn3math6t(34) c) Fractions - Add/Subtract Part I TEST

**Fractions - Adding and Subtracting Part II:**

- recadnolib(1) d) Paint Addition: The Computer Paints
- hsrev e) Addition By Using An Easier Problem
- hs4p f) Addition By Using An Easier Problem Practice
- recadnolib(4) g) Paint Addition: You Paint
- monkey h) High Wire
- tryad(3) i) Addition and Subtraction Drill

***nmath6cb***

Pg. 3 of 4

**Fractions - Adding and Subtracting Part II continued:**

- recadnolib(3) a) Checkup: Paint Addition
- strad(3) b) Checkup: Unlike Denominators
- egen(1) c) Equivalent Fractions Generalized
- egen(4) d) Equivalent Fractions Checkup
- slad e) Addition with Equivalence Sets
- slad2 f) Add and Subtract with Equivalence Sets

- strad(1) g) Strategies for Listing Equivalence Sets  
 msn3math6t(35) h) Fractions - Add/Subtract Part II TEST

**Fractions - Multiplying and Dividing:**

- fmint i) Introduction to Multiplying Mixed Numbers  
 fmpix j) Multiplication Practice - Picture Help  
 fmult k) Multiplication of Fractions

***nmath6cc***

Pg. 4 of 4

**Fractions - Multiplying and Dividing continued:**

- fmdrill a) Mixed Number Multiplication Practice  
 fract12b b) Dividing Fractions 1  
 fract13b c) Dividing Fractions 2  
 fract14b d) Multiplying/Dividing Mixed Numbers 1  
 fract15b e) Multiplying/Dividing Mixed Numbers 2  
 fracprac f) Arithmetic Operations on Fractions  
 msn3math6t(36) g) Fractions - Multiply/Divide TEST

***nmath6d***

Pg. 1 of 3

**Decimals - Basic Terms, Adding and Subtracting:**

- ddarts a) Decimal Darts and Checkup  
 dec1 b) Reading and Writing Decimals  
 dec2a c) Adding Decimals  
 dec2b d) Subtracting Decimals  
 pind e) Decimal Pinball  
 msn3math6t(37) f) Decimals - Basic Terms, Add/Subtract TEST

**Decimals - Multiplying, Dividing and Rounding:**

- dec3a g) Multiplying Decimals  
 dec3b h) Dividing Decimals

***nmath6da***

Pg. 2 of 3

**Decimals - Multiplying, Dividing and Rounding continued:**

- dec4 a) Rounding Decimals  
 msn3math6t(38) b) Decimals - Multiply/Divide and Round TEST Fraction/Decimal Conversions and Review Drill  
 dec5 c) Comparing Decimals and Fractions  
 con d) Decimal(Fraction) Names For Fractions(Decimals)  
 sortd e) Sorting Number Names with Decimals  
 mars f) Math Review Drills I (Fractions and Decimals)  
 msn3math6t(39) g) Fraction/Decimal Conversions TEST

***nmath6db***

Pg. 3 of 3

**Real World Applications:**

- wpbank a) Banking  
 wp4hourly b) Hourly Wages  
 wp4salary c) Salary  
 msn3math6t(40) d) Applications TEST

***nmath6e***

**Ratios, Proportions, and Percents:**

- ratios a) Introduction to Ratios  
 abe36 b) Ratio and Proportion  
 per1 c) Percent Skills I: Conversions  
 gedm6a d) Percents of Less than One  
 gedm6b e) Percents Greater than 100  
 msn3math6t(41) f) Ratios, Proportions, and Percents TEST

**Algebraic Thinking:**

- math95c g) Symbols of Grouping  
 identity h) Making Up Identities  
 msn3math6t(42) i) Algebraic Thinking TEST

***nmath6f***

Pg. 1 of 2

**Geometric Shapes**

- megeo1 a) Plane Figures I  
 megeo2 b) Plane Figures II  
 megeo3 c) Figure Comparison  
 megeo4 d) Common 3-D Figures  
 megeorv1 e) Basic Figures Review  
 msn3math6t(43) f) Geometric Shapes TEST

**Measurement Part I:**

- dvl20b g) Metric Measurement  
 dvl45a h) Metric Weights and Volume  
 metr1 i) Metric Conversions

***nmath6fa***

Pg. 2 of 2

**Measurement Part I continued:**

- mmgeo1 a) Metric Measurements  
 megeo5 b) Linear Measurement  
 msn3math6t(44) c) Measurement Part I TEST

**Measurement Part II:**

- mmgeo2 d) Area I  
 mmgeo3 e) Area II  
 megeo6 f) Area Measurement  
 mmgeo4 g) Volume  
 megeo7 h) Volume Measurement  
 mmgeo5 i) Using Measurement  
 megeorv2 j) Measurement Review  
 msn3math6t(45) k) Measurement Part II TEST

***nmath6g***

Pg. 1 of 2

**Integers Part I - Basic Terms, Adding, and Subtracting:**

- signex a) Introduction to Signs (Using Thermometer and Sea Level)  
 signadd b) Addition of Signed Numbers  
 signsub c) Subtraction of Signed Numbers  
 signum d) Add/Subtract Signed Numbers  
 signprac e) Signed Numbers: Exercises with Adding and Subtracting  
 msn3math6t(46) f) Integers Part I TEST

***nmath6ga***

Pg. 2 of 2

**Integers Part II - Multiplying and Dividing:**

- run a) Multiply Signed Numbers  
 signmult b) Signed Numbers: Double Signs and Patterns  
 divide c) Divide Signed Numbers  
 mars4 d) Signed Number Review Drills  
 msn3math6t(47) e) Integers Part II TEST

***nmath6h***

**Introduction to Graphs and Graphing:**

- dvl50a a) Graphing  
 cccdepict b) Introduction to Tables, Charts, and Graphs  
 remitt c) How to Plot Points  
 ccttt d) Tick-Tack-Toe  
 ccbattle e) Battleship  
 ccttttest f) Plotting Points Test  
 msn3math6t(48) g) Graphs and Graphing TEST

***nmath6i***

**Probability and Measures of Central Tendency:**

- gedm7a a) Mean, Median, and Mode
- gedm7c b) Probability
- gedm6u c) Problem Solving and Probability
- msn3math6t(49) d) Probability & Measures of Central Tendency TEST

***nmath6j***

Pg. 1 of 2

**Estimation Part I:**

- whyandwhen a) Why and When
- percfrac b) Percents and Fractions
- plusminus c) Plus and Minus
- msn3math6t(50) e) Estimation Part I TEST

**Estimation Part II:**

- tandt1 f) Tips and Tricks 1: Rounding
- tandt2 g) Tips and Tricks 2: Tricks with 2, 5, & 10
- tandt3 h) Tips and Tricks 3: More Tricks
- prodquot i) Products and Quotients
- msn3math6t(51) j) Estimation Part II TEST

***nmath6ja***

Pg. 2 of 2

**Estimation Part III:**

- estweight a) Estimating Weights
- estarea b) Dimensions and Area
- volumes c) Volumes
- msn3math6t(52) d) Estimation Part III TEST

**7TH GRADE MATHEMATICS**

***nmath7***

**Topics:**

- nmath7a(mod) a) Fractions
- nmath7b(mod) b) Decimals
- nmath7c(mod) c) Integers
- nmath7d(mod) d) Exponents and Square Roots
- nmath7e(mod) e) Algebraic Thinking and Introduction to Algebraic Expressions
- nmath7f(mod) f) Ratios, Proportions, and Percents
- nmath7g(mod) g) Geometry and Measurement
- nmath7h(mod) h) Probability and Measures of Central Tendency
- nmath7i(mod) i) Graphs and Graphing
- nmath7j(mod) j) Estimation

**Estimated Time to Completion: 55 hours**

***nmath7a***

Pg. 1 of 3

**Fractions Part I - Basic Terms:**

- fract1b a) The Meaning of Fractions
- fract2b b) Equivalent Fractions
- fract3b c) Common Multiples
- fract4b d) Comparing Fractions
- fract5b e) Improper & Mixed Fractions
- fractdp1 f) Basic Terms Review Drill
- msn3math7t(31) g) Fractions Part I TEST

***nmath7aa***

Pg. 2 of 3

**Fractions Part II - Addition and Subtraction:**

- fract6b a) Adding/Subtracting Fractions 1
- fract7b b) Adding/Subtracting Fractions 2
- fract8b c) Adding Mixed Numbers

- fract9b d) Subtracting Mixed Numbers 1
- fract10b e) Subtracting Mixed Numbers 2
- fractdp2 f) Adding/Subtracting Review Drill
- msn3math7t(32) g) Fractions Part II TEST

***nmath7ab***

Pg. 3 of 3

**Fractions Part III - Multiplication, Division and Applications:**

- fract11b a) Multiplying Fractions
- fract12b b) Dividing Fractions 1
- fract13b c) Dividing Fractions 2
- fract14b d) Multiplying/Dividing Mixed Numbers 1
- fract15b e) Multiplying/Dividing Mixed Numbers 2
- fractdp3 f) Multiplying/Dividing Review Drill
- fractap g) Fractions Applications
- msn3math7t(33) h) Fractions Part III TEST

***nmath7b***

Pg. 1 of 2

**Decimals Part I - Operations:**

- dec1 a) Reading and Writing Decimals
- dec2a b) Adding Decimals
- dec2b c) Subtracting Decimals
- dec3a d) Multiplying Decimals
- dec3b e) Dividing Decimals
- msn3math7t(34) f) Decimals Part I TEST

**Decimals Part II - Rounding and Conversions:**

- dec4 g) Rounding Decimals
- dec5 h) Comparing Decimals and Fractions
- con i) Decimal(Fraction) Names For Fractions(Decimals)

***nmath7ba***

Pg. 2 of 2

**Decimals Part II - Rounding and Conversions continued:**

- sortd a) Sorting Number Names with Decimals
- mars b) Math Review Drills I (Fractions & Decimals)
- msn3math7t(35) c) Decimals Part II TEST

**Decimals Part III - Applications:**

- wp4dec d) Decimal Word Problems
- wpbank e) Banking
- wp4hourly f) Hourly Wages
- wp4salary g) Salary
- msn3math7t(36) h) Decimals Part III TEST

***nmath7c***

**Integers:**

- signex a) Introduction to Signs (Thermometer & Sea Level)
- signadd b) Addition of Signed Numbers
- signsub c) Subtraction of Signed Numbers
- signum d) Add/Subtract Signed Numbers
- signprac e) Signed Numbers: Exercises with Adding and Subtracting
- run f) Multiply Signed Numbers
- signmult g) Signed Numbers: Double Signs and Patterns
- divide h) Divide Signed Numbers
- mars4 i) Math Review Drills II (Signed Numbers)
- msn3math7t(37) j) Integers TEST

***nmath7d***

**Exponents and Square Roots:**

- ibac108 a) Sets and Numbers Tutorial 8
- ibacdp108 b) Sets and Numbers Lesson & Practice 8
- ibac109 c) Sets and Numbers Tutorial 9
- ibacdp109 d) Sets and Numbers Lesson & Practice 9
- ibac110 e) Sets and Numbers Tutorial 10
- ibacdp110 f) Sets and Numbers Lesson & Practice 10
- msn3math7t(38) g) Exponents and Square Roots TEST

***nmath7e***

**Algebraic Thinking:**

- math95c a) Symbols of Grouping
- gmr b) Guess My Rule
- finitedif c) Finite Differences
- identity d) Making Up Identities
- msn3math7t(39) e) Algebraic Thinking TEST

**Introduction to Algebraic Expressions:**

- dist f) The Distributive Property
- collect g) Collecting Like Terms
- eac h) Evaluating Algebraic Expressions
- msn3math7t(40) i) Introduction to Algebraic Expressions TEST

***nmath7f***

**Ratios, Proportions, and Percents:**

- ratios a) Introduction to Ratios
- abe36 b) Ratio and Proportion
- per1 c) Percent Skills I: Conversions
- gedm6a d) Percents of Less than One
- gedm6b e) Percents Greater than 100
- msn3math7t(41) f) Ratios, Proportions, and Percents TEST

**Applications of Percents:**

- per2 g) Percent Skills II: Basic Word Problems
- per4 h) Percent Skills III: Difficult Word Problems
- percent i) Practice Solving Percent Problems
- wpsalestx j) Sales Tax
- msn3math7t(42) k) Applications of Percents TEST

***nmath7g***

Pg. 1 of 3

**Geometric Shapes:**

- megeo1 a) Plane Figures I
- megeo2 b) Plane Figures II
- megeo3 c) Figure Comparison
- megeo4 d) Common 3-D Figures
- megeorv1 e) Basic Figures Review
- msn3math7t(43) f) Geometric Shapes TEST

**Geometry and Measurement Part I:**

- linmeas g) Linear Measurement (English)
- mmgeo1 h) Metric Measurement
- megeo5 i) Linear Measurement (Metric)
- msn3math7t(44) j) Geometry and Measurement Part I TEST

***nmath7ga***

Pg. 2 of 3

**Geometry and Measurement Part II:**

- mmgeo2 a) Area I
- mmgeo3 b) Area II
- megeo6 c) Area Measurement
- mmgeo4 d) Volume
- megeo7 e) Volume Measurement
- gperim1 f) Perimeter
- megeorv2 g) Measurement Review
- msn3math7t(45) h) Geometry and Measurement Part II TEST

***nmath7gb***

Pg. 3 of 3

**Geometry and Measurement Part III:**

- metdrila a) Choosing Reasonable Units
- metdrillb b) Choosing Reasonable Numbers
- metdrilc c) Choosing Reasonable Measures
- metr1 d) Metric Conversions
- mmgeo5 e) Using Measurement
- msn3math7t(46) f) Geometry and Measurement Part III TEST

***nmath7h***

**Probability and Measures of Central Tendency:**

- gedm7a a) Mean, Median, and Mode
- gedm7c b) Probability
- gedm6u c) Problem Solving and Probability
- msn3math7t(47) d) Probability and Measures of Central Tendency TEST

***nmath7i***

**Graphs and Graphing:**

- dv150a a) Graphing
- cccdepict b) Introduction to Tables, Charts, and Graphs
- rwibg c) Introduction to Bar Graphs
- rwilg d) Introduction to Line Graphs
- rwipg e) Introduction to Pie Graphs
- remittt f) How to Plot Points
- ccitt g) Tick-Tac-Toe
- ccbattle h) Battleship
- ccitttest i) Plotting Points Test
- ibac501 j) Graphing Tutorial 1
- ibacdp501 k) Graphing Lesson & Practice 1
- msn3math7t(48) l) Graphs and Graphing TEST

***nmath7j***

Pg. 1 of 2

**Estimation Part I:**

- whyandwhen a) Why and When
- percfrac b) Percents and Fractions
- plusminus c) Plus and Minus
- msn3math7t(49) e) Estimation Part I TEST

**Estimation Part II:**

- tandt1 f) Tips and Tricks 1: Rounding
- tandt2 g) Tips and Tricks 2: Tricks with 2, 5, & 10
- tandt3 h) Tips and Tricks 3: More Tricksprodquot i) Products and Quotients
- msn3math7t(50) j) Estimation Part II TEST

***nmath7ja***

Pg. 2 of 2

**Estimation Part III:**

- estweight a) Estimating Weights
- estarea b) Dimensions and Area
- volumes c) Volumes
- msn3math7t(51) d) Estimation Part III TEST

**8TH GRADE MATHEMATICS**

***nmath8***

**Topics:**

- nmath8a(mod) a) Review of Integers and Fractions
- nmath8b(mod) b) Prime Numbers, Exponents, Square Roots, and Scientific Notation
- nmath8c(mod) c) Ratios, Proportions, and Percents
- nmath8d(mod) d) Algebraic Thinking and Algebraic Expressions

|              |    |   |
|--------------|----|---|
| nmath8e(mod) | e) | Simple Equations and Inequalities             |
| nmath8f(mod) | f) | Graphs and Graphing                           |
| nmath8g(mod) | g) | Geometric Shapes, Distance, and Constructions |
| nmath8h(mod) | h) | Triangles and Angles                          |
| nmath8i(mod) | i) | Measurement                                   |
| nmath8j(mod) | j) | Probability and Measures of Central Tendency  |
| nmath8k(mod) | k) | Estimation                                    |

Estimated Time to Completion: 59 hours

**nmath8a**

**Integers:**

|                |    |                                      |
|----------------|----|--------------------------------------|
| ibac101        | a) | Sets and Numbers Tutorial 1          |
| ibacdp101      | b) | Sets and Numbers Lesson & Practice 1 |
| ibac102        | c) | Sets and Numbers Tutorial 2          |
| ibacdp102      | d) | Sets and Numbers Lesson & Practice 2 |
| ibac103        | e) | Sets and Numbers Tutorial 3          |
| ibacdp103      | f) | Sets and Numbers Lesson & Practice 3 |
| msn3math8t(31) | g) | Integers TEST                        |

**Fractions:**

|                |    |                                      |
|----------------|----|--------------------------------------|
| ibac104        | h) | Sets and Numbers Tutorial 4          |
| ibacdp104      | i) | Sets and Numbers Lesson & Practice 4 |
| ibac105        | j) | Sets and Numbers Tutorial 5          |
| ibacdp105      | k) | Sets and Numbers Lesson & Practice 5 |
| msn3math8t(32) | l) | Fractions TEST                       |

**nmath8b**

**Prime Numbers:**

|                |    |                                      |
|----------------|----|--------------------------------------|
| dv144b         | a) | Prime Numbers                        |
| primefac       | b) | Prime Factorization of Whole Numbers |
| addfrac        | c) | Finding the Least Common Multiple    |
| claim          | d) | Claim Game (Factors)                 |
| msn3math8t(33) | e) | Prime Numbers TEST                   |

**Exponents, Square Roots, and Scientific Notation:**

|                |    |   |
|----------------|----|---|
| exp3           | f) | Introduction to Exponents                             |
| math95b        | g) | Laws of Exponents                                     |
| scienot        | h) | Scientific Notation I                                 |
| scinot         | i) | Scientific Notation II                                |
| sqrt           | j) | The Square Root                                       |
| msn3math8t(34) | k) | Exponents, Square Roots, and Scientific Notation TEST |

**nmath8c**

**Ratios and Proportions:**

|                |    |                             |
|----------------|----|-----------------------------|
| ratios         | a) | Introduction to Ratios      |
| abe26          | b) | Ratio and Proportion        |
| wpratio        | c) | Ratio Word Problems         |
| wpprop         | d) | Proportion Word Problems    |
| msn3math8t(35) | e) | Ratios and Proportions TEST |

**Percents:**

|                |    |   |
|----------------|----|---|
| per1           | f) | Percent Skills I: Conversions               |
| per2           | g) | Percent Skills II: Basic Word Problems      |
| per4           | h) | Percent Skills III: Difficult Word Problems |
| percent        | i) | Practice Solving Percent Problems           |
| wpsalestx      | j) | Sales Tax                                   |
| msn3math8t(36) | k) | Percents TEST                               |

**nmath8d**

**Algebraic Thinking:**

|                |    |                                      |
|----------------|----|--------------------------------------|
| math95c        | a) | Symbols of Grouping                  |
| gmr            | b) | Guess My Rule                        |
| finitedif      | c) | Finite Differences                   |
| identity       | d) | Making Up Identities                 |
| mars1          | e) | Expressing Problems in Symbolic Form |
| msn3math8t(37) | f) | Algebraic Thinking TEST              |

**Algebraic Expressions:**

|                |    |                                  |
|----------------|----|----------------------------------|
| dist           | g) | Distributive Property            |
| collect        | h) | Collecting Like Terms            |
| eac            | i) | Evaluating Algebraic Expressions |
| algexprs       | j) | Algebraic Expressions            |
| msn3math8t(38) | k) | Algebraic Expressions TEST       |

**nmath8e**

**Simple Equations:**

|                |    |                                    |
|----------------|----|------------------------------------|
| ibac301        | a) | Math Sentences Tutorial 1          |
| ibacdp301      | b) | Math Sentences Lesson & Practice 1 |
| ibac302        | c) | Math Sentences Tutorial 2          |
| ibacdp302      | d) | Math Sentences Lesson & Practice 2 |
| msn3math8t(39) | e) | Simple Equations TEST              |

**Simple Inequalities:**

|                |    |                                    |
|----------------|----|------------------------------------|
| ibac306        | f) | Math Sentences Tutorial 6          |
| ibacdp306      | g) | Math Sentences Lesson & Practice 6 |
| ibac307        | h) | Math Sentences Tutorial 7          |
| ibacdp307      | i) | Math Sentences Lesson & Practice 7 |
| msn3math8t(40) | j) | Simple Inequalities TEST           |

**nmath8f**

**Graphs and Graphing:**

|                |    |  |
|----------------|----|--|
| dv150a         | a) | Graphing                                   |
| cccdepict      | b) | Introduction to Tables, Charts, and Graphs |
| rwibg          | c) | Introduction to Bar Graphs                 |
| rwilg          | d) | Introduction to Line Graphs                |
| rwipg          | e) | Introduction to Pie Graphs                 |
| lacharts       | f) | Charts as Sources of Information           |
| lacharts2      | g) | Using Charts to Solve Problems             |
| rwabg          | h) | Advanced Bar Graphs                        |
| rawlg          | i) | Advanced Line Graphs                       |
| remitt         | j) | How to Plot Points                         |
| ccttt          | k) | Tick-Tac-Toe                               |
| ccbattle       | l) | Battleship                                 |
| cctttst        | m) | Plotting Points Test                       |
| ibac501        | n) | Graphing Tutorial 1                        |
| ibacdp501      | o) | Graphing Lesson & Practice 1               |
| msn3math8t(41) | p) | Graphs and Graphing TEST                   |

**nmath8g**

Pg. 1 of 2

**Geometric Shapes:**

|                |    |                       |
|----------------|----|-----------------------|
| megeo1         | a) | Plane Figures I       |
| megeo2         | b) | Plane Figures II      |
| megeo3         | c) | Figure Comparison     |
| megeo4         | d) | Common 3-D Figures    |
| megeorv1       | e) | Basic Figures Review  |
| msn3math8t(42) | f) | Geometric Shapes TEST |

**nmath8ga**

Pg. 2 of 2

**Distance Measurement:**

|                |    |                           |
|----------------|----|---------------------------|
| gdunits        | a) | Distance: Units           |
| gdnames        | b) | Distance: Names           |
| gdcomput1      | c) | Distance: Computation     |
| gdbetween      | d) | Distance: Betweenness     |
| gdmidpt1       | e) | Distance: Midpoint        |
| msn3math8t(43) | f) | Distance Measurement TEST |

**Geometry Construction Tutorials:**

|            |    |                                |
|------------|----|--------------------------------|
| gdtutor    | g) | Geometry Drawing Tool Tutorial |
| gdconstrct | h) | Distance: Constructions        |

***nmath8h*****Triangles and Angles Part I:**

- |                |    |                                   |
|----------------|----|-----------------------------------|
| gdtrineq       | a) | Distance: Triangle Inequality     |
| gdtrclas       | b) | Distance: Triangle Classification |
| gavocab        | c) | Angles: Vocabulary                |
| gadegrees      | d) | Angles: Degrees                   |
| gaprotrac      | e) | Angles: Protractor                |
| msn3math8t(45) | f) | Triangles and Angles Part I TEST  |

**Triangles and Angles Part II:**

- |                |    |                                   |
|----------------|----|-----------------------------------|
| gatypes        | g) | Angles: Types                     |
| gatriclas      | h) | Angles: Triangle Classification   |
| garight        | i) | The Pythagorean Theorem           |
| msn3math8t(46) | j) | Triangles and Angles Part II TEST |

***nmath8i***

Pg. 1 of 2

**Measurement Part I:**

- |                |    |                         |
|----------------|----|-------------------------|
| mmgeo1         | a) | Metric Measurement      |
| megeo5         | b) | Linear Measurement      |
| mmgeo2         | c) | Area I                  |
| mmgeo3         | d) | Area II                 |
| megeo6         | e) | Area Measurement        |
| msn3math8t(47) | f) | Measurement Part I TEST |

**Measurement Part II:**

- |                |    |                          |
|----------------|----|--------------------------|
| mmgeo4         | g) | Volume                   |
| megeo7         | h) | Volume Measurement       |
| gperim1        | i) | Perimeter                |
| megeorv2       | j) | Measurement Review       |
| msn3math8t(48) | k) | Measurement Part II TEST |

***nmath8ia***

Pg. 2 of 2

**Measurement Part III:**

- |                |    |                              |
|----------------|----|------------------------------|
| metdrila       | a) | Choosing Reasonable Units    |
| metdrilb       | b) | Choosing Reasonable Numbers  |
| metdrilc       | c) | Choosing Reasonable Measures |
| metr1          | d) | Metric Conversions           |
| mmgeo5         | e) | Using Measurement            |
| msn3math8t(49) | f) | Measurement Part III TEST    |

***nmath8j*****Probability and Measures of Central Tendency:**

- |                |    |   |
|----------------|----|---|
| ibac701        | a) | Probability Tutorial 1                            |
| ibacdp701      | b) | Probability Lesson & Practice 1                   |
| ibac702        | c) | Probability Tutorial 2                            |
| ibacdp702      | d) | Probability Lesson & Practice 2                   |
| gedm7a         | e) | Mean, Median, and Mode                            |
| gedm6u         | f) | Problem Solving and Probability                   |
| msn3math8t(50) | g) | Probability and Measures of Central Tendency TEST |

***nmath8k***

Pg. 1 of 2

**Estimation Part I:**

- |                |    |                        |
|----------------|----|------------------------|
| whyandwhen     | a) | Why and When           |
| percfrac       | b) | Percents and Fractions |
| plusminus      | c) | Plus and Minus         |
| msn3math8t(51) | e) | Estimation Part I TEST |

**Estimation Part II:**

- |                |    |   |
|----------------|----|---|
| tandt1         | f) | Tips and Tricks 1: Rounding               |
| tandt2         | g) | Tips and Tricks 2: Tricks with 2, 5, & 10 |
| tandt3         | h) | Tips and Tricks 3: More Tricks            |
| prodquot       | i) | Products and Quotients                    |
| msn3math8t(52) | i) | Estimation Part II TEST                   |

***nmath8ka***

Pg. 2 of 2

**Estimation Part III:**

- |                |    |                          |
|----------------|----|--------------------------|
| estweight      | a) | Estimating Weights       |
| estarea        | b) | Dimensions and Area      |
| volumes        | c) | Volumes                  |
| msn3math8t(53) | d) | Estimation Part III TEST |

**SOCIAL STUDIES**

*nmsindex*

**Middle School Index**

- stateindex(mod) a) State History
- nmsushist(mod) b) United States History
- nmsgeo(mod) c) Geography
- nmswhist(mod) d) World History
- novanews e) NovaNEWS

**STATE HISTORY**

*stateindex*

- state a(mod) a) Teachers: Important Information
- state c(mod) b) Section 1 Introduction
- state g(mod) c) Section 2 Geography
- state k(mod) d) Section 3 Native Americans and Pioneers
- state l(mod) e) Section 4 Road to Independence
- state m(mod) f) Section 5 The Quest for Statehood
- state q(mod) g) Section 6 The State Timeline
- state r(mod) h) Section 7 The 20th Century
- state u(mod) i) Section 8 State Government

*state a*

While studying the history of their state, students should explore the full scope of their state's history.

The focus for each period should highlight individuals, events, and issues as well as the historical change caused by their contributions.

Students should utilize:

- ◆ textbooks
- ◆ resource books
- ◆ tradebooks
- ◆ electronic media

Students should complete all NovaNET assignments as well as organize off-line assignments and projects in a 3-ring binder which is referred to as the State Notebook.

Press Shift-DATA for additional information.

*state b*

Teachers should utilize a variety of source material such as: biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artwork in addition to the NovaNET lessons & tests.

Teachers please note: Optional Projects are listed throughout the curriculum. These require the student to study, plan, then produce a product.

A varied course content will allow students to understand the value of patriotism, encourage them to function appropriately in a free enterprise society, and cherish the basic democratic values of their state and nation.

In this course, students study the history, geography, economics, government, citizenship, science, technology, and societal impacts of their state as well as improve social studies skills.

*state c*

Pg. 1 of 4

The following pages will help you learn about the history of your state.

Below are suggestions which will help as you study the history of your unique state:

- ◆ Make a State Notebook: spiral or 3-ring binder. Assignments will be given to put in this notebook. The notebook will be graded.

- ◆ A textbook about the history of your state
- ◆ A detailed map of your state
- ◆ Take notes

*state d*

Pg. 2 of 4

This supplement will allow students to explore their state with....

- ◆ Internet
- ◆ Lessons
- ◆ Off-Line Assignments
- ◆ Optional Projects

The following study skills lessons will help students be more efficient learners.

- memry a) Improve Your Memory
- lascanskim b) Skim or Scan for Relevant Information
- cccdpict c) Introduction to Tables, Charts, & Graphs
- ques d) The Question-Answer Process

*state e*

Pg. 3 of 4

What is the location of your state? For example: the Southwest or New England

Which states, countries, or bodies of water surround your state?

What is the latitude and longitude of your state?

What is the total area (in square miles) of your state?

What is the capital of your state?

On what date did your state receive statehood?

state n(mod) a) States and Their Birthdates

Describe the state seal of your state.

What is your state:

- ◆ bird
- ◆ tree
- ◆ flower
- ◆ motto
- ◆ nickname

Describe your state flag.

What is the state song for your state?

*state f*

Pg. 4 of 4

In your State Notebook, draw a picture to illustrate your state.

Include:

- ◆ the state tree
- ◆ the state bird
- ◆ the State Seal
- ◆ the shape of your state
- ◆ the state flower
- ◆ images and/or words from your state song

*state g*

Pg. 1 of 3

- pacer31 a) The Hot Earth
- pacer62 b) Fossils
- cccmaps1 c) Name that State!
- dvl30a d) Map Reading

Write 5 entries in your State Notebook about the following:

Geography: elevation, vegetation, distances/dimensions

Climate: rainfall, lakes, rivers, proximity to water

Temperature: seasonal differences

Human Needs: shelter, food, water, etc

Human Wants: entertainment: TV, MTV, video games, etc.

state h(mod) e) Word Find: Geography Terms  
wx f) Weather on the Internet

Type in: the two letter code for your state

Find 5 cities in your region.

In your State Notebook, write down: the weather conditions for each of the 5 cities.

gedes08 g) Climate and Weather

---

**state h**

---

In your State Notebook, define the following terms:

tx1wf('geo') a) Word Find – Section Vocabulary Words

Word List:

|                    |                |
|--------------------|----------------|
| meridian           | parallel       |
| escarpment         | environment    |
| fault              | trend          |
| barrier island     | location       |
| plain              | suburb         |
| longitude          | plateau        |
| urban center       | diameter       |
| geography          | grassland      |
| savanna            | movement       |
| horizontal axis    | rate of change |
| aquifer            | vertical axis  |
| natural vegetation | latitude       |
| place              |                |

---

**state i**

---

Pg. 2 of 3

In your State Notebook, write a one-page essay about your state.

Include some of the following details:

- ◆ Where I Live
- ◆ Name of State
- ◆ City and County
- ◆ Nearest Major City
- ◆ Climate
- ◆ Geographical Interests
- ◆ Important Economic Features:
  - ◆ farming
  - ◆ tourism
  - ◆ industry
  - ◆ military base
- ◆ Personal Observations

---

**state j**

---

Pg. 3 of 3

**Optional Project**

Teachers: Review the following lessons and activities. Decide which would be appropriate for your students.

Brainstorm with your students to determine a local area which might be studied. Divide students in teams of 3-4 students to work on this project.

STUDENTS:

The following optional activity will direct the students to study a specific social science problem which relates to Urban Geography.

Working in small groups, students should complete the outlined steps and produce a: booklet, video, or multimedia presentation

which depicts the current nature of a shopping location, as well as issues that confront its continuing development.

state jb(mod) a) Urban Geography Project

---

**state ja**

---

**Library/Research Skills**

|           |                                       |
|-----------|---------------------------------------|
| library1  | a) How to Use the Card Catalog        |
| lc2       | b) Using the Card Catalog             |
| clibrary1 | c) General Reference Works            |
| srguide   | d) Reader's Guide to Periodicals      |
| dcard     | e) Anthologies                        |
| reference | f) Reference Strategies               |
| cccdepict | g) How to Read Maps, Charts, & Graphs |
| lacharts2 | h) Using Trouble Shooting Tables      |

---

**state jb**

---

In this activity, you will produce a booklet, video OR multimedia presentation depicting the history and current nature of a shopping location, as well as issues that confront its continuing development.

Begin with the following lessons. See your teacher with any questions you may have.

|               |   |
|---------------|---|
| trss3         | a) Investigate Using the Social Science Process |
| state ja(mod) | b) More Lessons on Research Techniques          |
| state jc(mod) | c) Map Skills                                   |
| state je(mod) | d) Writing the Analysis                         |

---

**state jc**

---

Now that you know how to do the research, you will need to know something about how to read a map. Please complete the following lessons.

|                |  |
|----------------|--|
| dvl30a         | a) Mapping                                     |
| readmap1       | b) Maps - Basic Cartography                    |
| scaled         | c) Maps - Scales and Distance                  |
| contours       | d) Map Reading - Interpretation                |
| contour1       | e) Map Reading - Elevation, Relief and Terrain |
| showgov123(18) | f) Post Test on Map Reading                    |

---

**state je**

---

The following lesson will help you understand how to complete the survey and results part of your project.

|         |   |
|---------|---|
| opinion | a) Opinion, Survey and Analysis Package |
|---------|---|

This lesson will help you learn how to write an analysis of the situation.

|     |                       |
|-----|-----------------------|
| pap | b) Analytical Writing |
|-----|-----------------------|

In all developments in communities, there tends to be some controversy. The next lesson will simulate how this might be handled.

|         |                                      |
|---------|--------------------------------------|
| cdcons4 | c) The Street Relocation Controversy |
|---------|--------------------------------------|

---

**state k**

---

Before the white settlers arrived, many tribes of Native Americans lived in the United States. Listed below are specific regions and examples of tribes that are located within those regions:

- ◆ Northwest Region: Nez Perce, Macah
- ◆ California: Cabazons, Coahuilla
- ◆ Southwest: Navajo, Apache, Pueblo
- ◆ Northern Plains: Sioux, Cheyenne
- ◆ Southern Plains: Comanche, Kiowa
- ◆ Great Basin: Paiutes, Shoshone
- ◆ South: Cherokee, Seminole
- ◆ Midwest: Shawnee, Ottawa

- ◆ Northeast: Iroquois League, Pequots
  - ◆ Alaska: Aleuts, Inuit
- |              |    |   |
|--------------|----|---|
| buffalo      | a) | Buffalo Management - A Simulation       |
| resl1        | b) | False Portrayal of the Native Americans |
| pacer92      | c) | Indians in World War II                 |
| litgo (0,10) | d) | Native American Poetry                  |
| litgo (0,11) | e) | More Native American Poetry             |

**state l**

After having read about the colonization of your state, think about the job skills needed in this new frontier. Make a list of professions popular at the time.

In your State Notebook, Compare today's jobs with those available during your state's colonization and statehood period. Create a list of job opportunities that were available then and now. For example: teacher, doctor, railroad worker, farmer, storekeeper

Someday, you also will be joining the work force. Some middle school students already work; others will get part-time jobs during high school. Complete the following lesson as you consider your own employment future:

- |       |    |                        |
|-------|----|------------------------|
| jlook | a) | Where to Look for Jobs |
|-------|----|------------------------|

**state m**

Many names and events are important during this period of State history. First, complete the following lesson which will teach you how to complete an outline.

- |          |    |           |
|----------|----|-----------|
| outline1 | a) | Outlining |
|----------|----|-----------|

In your State history textbook, read the information about important people and events in your state. Write an outline of important people and events in your state's history in your State Notebook.

- |              |    |                                       |
|--------------|----|---------------------------------------|
| state n(mod) | b) | States Are Granted Statehood Timeline |
|--------------|----|---------------------------------------|

**state n**

Pg. 1 of 3

Listed below are the dates when each state was granted statehood. They are listed in chronological order:

|                |                   |
|----------------|-------------------|
| Delaware       | December 7, 1787  |
| Pennsylvania   | December 12, 1787 |
| New Jersey     | December 18, 1787 |
| Georgia        | January , 1788    |
| Connecticut    | January , 1788    |
| Massachusetts  | February 6, 1788  |
| Maryland       | April 28, 1788    |
| South Carolina | May 23, 1788      |
| New Hampshire  | June 21, 1788     |
| Virginia       | June 25, 1788     |
| New York       | July 26, 1788     |
| North Carolina | November 21, 1789 |
| Rhode Island   | May 29, 1790      |
| Vermont        | March 4, 1791     |
| Kentucky       | June 1, 1792      |

**state o**

Pg. 2 of 3

|             |                   |
|-------------|-------------------|
| Tennessee   | June 1, 1796      |
| Ohio        | March 1, 1803     |
| Louisiana   | April 30, 1812    |
| Indiana     | December 11, 1812 |
| Mississippi | December 10, 1817 |
| Illinois    | December 3, 1818  |
| Alabama     | December 14, 1819 |

|               |                   |
|---------------|-------------------|
| Maine         | March 15, 1820    |
| Missouri      | August 10, 1821   |
| Arkansas      | June 15, 1836     |
| Michigan      | January 26, 1837  |
| Florida       | March 3, 1845     |
| Texas         | December 29, 1845 |
| Iowa          | December 28, 1846 |
| Wisconsin     | May 29, 1848      |
| California    | September 9, 1850 |
| Minnesota     | May 11, 1858      |
| Oregon        | February 14, 1859 |
| Kansas        | January 29, 1861  |
| West Virginia | June 20, 1863     |

**state p**

Pg. 3 of 3

|              |                   |
|--------------|-------------------|
| Nevada       | October 31, 1864  |
| Nebraska     | March 1, 1867     |
| Colorado     | August 1, 1876    |
| North Dakota | November 2, 1889  |
| South Dakota | November 2, 1889  |
| Montana      | November 8, 1889  |
| Washington   | November 11, 1889 |
| Idaho        | July 3, 1890      |
| Wyoming      | July 10, 1890     |
| Utah         | January 4, 1896   |
| Oklahoma     | November 16, 1907 |
| New Mexico   | January 6, 1912   |
| Arizona      | February 14, 1912 |
| Alaska       | January 3, 1959   |
| Hawaii       | August 21, 1959   |

**state q**

Looking back on your state, we see that the people were deeply impacted by events outside the state itself as well as internal policies.

The settlers who moved to your state were from many countries and cultures. With the mix of people, languages, and traditions also came challenges.

The people still lived in a largely rural society as attractive land policies continued to motivate new settlers to relocate to the new state. In your State Notebook, create a timeline of your state's history from colonization to statehood to the present.

- |          |    |                           |
|----------|----|---------------------------|
| gedss08  | a) | U.S. Constitution         |
| gedss09  | b) | Overview of the Civil War |
| pacer124 | c) | The Underground Railroad  |

**state r**

Pg. 1 of 3

**Civil Rights:**

African Americans, Mexican Americans, and other minorities faced social, economic, and political

barriers in the early 1900s. Social justice was slow. The Jim Crow law (separate facilities) and the poll tax (pay to vote) were two reasons not all citizens enjoyed equal opportunities.

- |       |    |                            |
|-------|----|----------------------------|
| resl6 | a) | Dr. Martin Luther King Jr. |
|-------|----|----------------------------|

The following lessons cover more details in the civil rights movement. The first provides background information with the ideas of Abraham Lincoln. The second analyzes Dr. King's famous speech: "I Have A Dream".

- |           |    |                  |
|-----------|----|------------------|
| gedhist03 | b) | Abraham Lincoln  |
| amhist07  | c) | "I Have A Dream" |

**state s**

Pg. 2 of 3

The Internet is a rich resource of information. The following customized gophers have links to several sites which will broaden the understanding of the African American history.

- aahistgoph a) African Americans
- litgo (0,20) b) American Slave Narratives: 1936-1938
- litgo (0,19) c) A Slave's Story

Teachers: Press LAB (f7) for more internet information.

**state sa**

Remember, the Internet offerings may not always be available as servers may go down or providers may change selections. The World Wide Web and graphics are not available on the Internet through NovaNET at this time. For more information regarding the Internet, read the notesfile: ircnotes.

**state t**

Pg. 3 of 3

gedss10 a) Industrialization & Growth of Cities  
The United States began to emphasize the space program in the late 1950s. The National Aeronautics and Space Administration (NASA) was established just south of Houston.

- txnasa b) Internet: NASA Houston, Texas
- pacer07 c) Space Shuttle

**state u**

Pg. 1 of 2

**State Government: Research**

All states (except Nebraska) have a lawmaking body, in most cases called a legislature or general assembly that is divided into two houses. In most states, one house is called the Senate, and the other is called the House of Representatives.

Each state also has a governor and a lieutenant governor. Contact your state government office and find out who:

- ◆ the current senators and representatives or assembly members are in your state and
- ◆ who the current governor and lieutenant governor are.

You should also get information on the role of the state government officials, and what their jobs entail.

**state v**

Pg. 2 of 2

The following lessons will help you understand some of the issues facing State Governments:

- cdcons a) Introduction to Community Development
- cdcons2 b) The Youth Problem
- cdcons3 c) The Nuclear Energy Problem
- cdcons4 d) The Street Location Controversy
- drsearch e) Mumble Berry Needs a Doctor

**UNITED STATES HISTORY**

**nmsushist**

- nmsushist01(mod) a) Colonization
- nmsushist02(mod) b) Founding of a Nation
- nmsushist03(mod) c) Our Constitution
- nmsushist04(mod) d) Westward Expansion
- nmsushist05(mod) e) The Civil War
- nmsushist06(mod) f) Economics
- nmsushist07(mod) g) Citizenship
- nmsushist08(mod) h) Culture

**Estimated Time to Completion: 38 hours**

**nmsushist01**

**Colonization:**

- resl1 a) The False Portrayal of the North American Indian
- lhist01 b) Pilgrims and the Mayflower Compact
- pacer101 c) Anne Hutchinson
- mcolonize d) U.S. History: Colonization
- ushist1 e) Pre-Revolution
- gedss06 f) Colonization to Independence
- msushist2t(31) g) Mastery Assessment

**nmsushist02**

**Founding a Nation**

- gedhist01 a) Patrick Henry
- pacer91 b) Fourth of July
- pacer54 c) Nathan Hale
- sfrcult19 d) France and the American Revolution
- ushist2 e) The American Revolution
- gedss07 f) Confederation to Constitutional Convention
- mfounding g) The Founding of a Nation
- msushist2t(32) h) Mastery Assessment

**nmsushist03**

**Our Constitution**

- gedgov01 a) U.S. Government: An Introduction
- pacer113 b) Preamble to the Constitution
- gedss08 c) The Writing of the U.S. Constitution
- gedss04 d) Governmental Separation of Powers
- gedgov08 e) Checks and Balances
- pacer61 f) The First Amendment
- msushist2t(33) g) Mastery Assessment

**nmsushist04**

**National Expansion**

- mgeoexp a) Geographic Expansion
- ushist3 b) Era of Expansion
- msushist2t(34) c) Mastery Assessment

**nmsushist05**

**The Civil War and Reconstruction**

- msection a) Sectionalism
- gedss09 b) The Civil War
- pacer124 c) The Underground Railroad
- gedhist03 d) The Gettysburg Address
- ushist4 e) American History Concepts: The Civil War
- msushist2t(35) f) Mastery Assessment

**nmsushist06**

**Economics:**

- mscarcity a) Scarcity
- meconsys b) Economic Systems
- mproduct c) Production
- mdivlab d) Division of Labor
- mgoods e) Goods and Services
- mgconsume f) Consumption
- mcircular g) Circular Flow
- mpbpolicy h) Public Policy
- msushist2t(36) i) Mastery Assessment

**nmsushist07**

**Citizenship**

- mpspace a) Personal Space
- mcivilres b) Civic Responsibilities
- mcrights c) Civil Rights
- msushist2t(37) e) Mastery Assessment

**Optional Project:**

- cit4(mod) d) Writing a Citizen's Participation Guide

**nmsushist08**

- mgculture a) Culture
- mnorms b) Norms
- msocsys c) Social Systems
- msocializ d) Socialization
- mstratif e) Stratification
- mcchange f) Cultural Change
- mgconform g) Conformity
- minteract h) Interaction
- msushist2t(38) i) Mastery Assessment

**cit4**

Finally, you will design a Citizen's Participation Guide to help people understand how they can play a role in setting government policy concerning a particular issue. You may do this in print, video or computer format. Discuss with your teacher an appropriate issue and relevant resources in your community. The Citizen's Participation Guide must include the following parts:

- ◆ brief overview of the issue you select
- ◆ list of government decision-makers who would be involved in policy related to the issue
- ◆ explanation of the issue
- ◆ explanation of the relationship between the individual citizen and society with regard to the issue
- ◆ resource information
- ◆ description of action that can be taken, and of the consequences and implications of the action

Press NEXT for more.

**cit4a**

Follow these steps:

1. Identify current political or legislative issues that are important to you. Newspapers, magazines, local cable TV, the Internet, peers, parents and other adults may help you develop a list of possibilities. Survey the informational resources related to your top three issues. Bring your top three issues and a list of relevant resources to your teacher. Select one issue (if necessary, your teacher may help) refine/focus your topic, plan whom to interview, and identify other information-gathering strategies.

Press NEXT for more.

**cit4b**

- cit4zg a) The six parts of your Citizen's Guide
- cit4zngo(0,11) b) Example Citizen's Handbook from Vancouver, BC
- vgmp c) Sample Voter's Guide

2. Gather information for your Citizen's Participation Guide. Keep a notebook or file of documents, notes, and resources for your Guide.

3. Next, create a table of contents for your Guide. Decide what information will go under each subheading. Document the sources for all information.

Press NEXT for more.

**cit4c**

4. Bring your table of contents and your notebook/file to a progress conference with your teacher who will provide feedback on your Guide and check your understanding of the issue and the governmental decision-making process.

5. Make revisions and find additional information as indicated at your progress conference.

6. Prepare a draft of the Guide.

7. Gather feedback from a group (about 3 to 5) of your classmates about the clarity and completeness of your Guide. Consider their recommendations and make revisions as needed.

Press NEXT for more.

**cit4d**

8. Finalize your Citizen's Participation Guide.

9. Plan and deliver a presentation in which you explain your Guide to the class. Prepare to answer questions from your classmates and your teacher about how government policy is influenced and set, and about citizen participation in a governmental process relating to the issue.

10. Distribute the Guide to citizen-stakeholders affected by the issue - the "audience" for whom you prepared the Guide. Record your interactions with the stakeholders in a log (at least 4 interactions).

Hand in everything to your teacher for final grading.

**GEOGRAPHY**

**nmsgeog**

- nmsgeog-a1 a) Introductory Geography I
- nmsgeog-a2 b) Introductory Geography II
- nmsgeog-a3 c) Introductory Geography III
- nmsgeog-a4 d) Introductory Geography IV
- nmsgeog-a5 e) Map Basics

**Estimated Time to Completion: 17 hours**

**nmsgeog-a1**

**Introductory Geography I**

- mlocation a) Geography: Location
- direction b) Direction
- geoscale c) Scale
- geog2t(31) d) Mastery Assessment

**nmsgeog-a2**

**Introductory Geography II**

- mphysfeat a) Geography: Physical Features
- physgeo b) Introduction to Physical Geography
- mpopdist c) Geography: Population Distribution
- geog2t(32) d) Mastery Assessment

**nmsgeog-a3**

**Introductory Geography III**

- intclimate a) Introduction to Climates
- tropics b) Tropical Climates
- dryclim c) Dry Climates
- tempclim d) Temperate Climates
- coldclim e) Colder Climates
- geog2t(33) f) Mastery Assessment

***nmsgeog-a4***

**Introductory Geography IV**

- mgenviron a) Geography: Environment
- mgconserve b) Geography: Conservation and Preservation
- mpspace c) Geography: Personal Space
- geog2t(34) d) Mastery Assessment

***nmsgeog-a5***

**Map Basics**

- dv130a a) Basic Map Skills
- marginfo b) Introduction to Maps and Marginal Information
- comp c) Compass: Uses, Types, Parts
- scaled d) Scale and Distance
- coors1 e) Geographic Grid Coordinate System
- cccmaps f) Locating Places on a World Map
- cccmaps0 g) Continents and Oceans
- cfpusa h) NovaWorld: United States

**WORLD HISTORY**

***nmswhist***

- nmswhist01 a) Age of Enlightenment & Revolution I
- nmswhist02 b) Age of Enlightenment & Revolution II
- nmswhist03 c) Imperialism & World War I
- nmswhist04 d) World War II
- nmswhist05 e) The 20<sup>th</sup> Century World

**Estimated Time to Completion: 31 hours**

***nmswhist01***

**Age of Enlightenment and Revolution I**

- gedhist01 a) Patrick Henry
- sfrcult18 b) Louis XV, King of France
- sfrcult19 c) Louis XVI and the American Revolution
- sfrcult20 d) The French Revolution of 1789
- sfrcult21 e) The end of the French Revolution
- whist8 f) The Age of Revolution
- mswhist(31) g) Mastery Assessment

***nmswhist02***

**Age of Enlightenment and Revolution II**

- sfrcult22 a) Napoleon Bonaparte I
- sfrcult23 b) Napoleon Bonaparte II
- sfrcult24 c) Louis XVIII and the Return of Napoleon
- sfrcult25 d) French and European History: 1815-1876
- sfrcult26 e) The Second French Empire
- sfrcult27 f) the Civil War and the 3<sup>rd</sup> Republic
- sfrcult28 g) The Three Crises of the 3<sup>rd</sup> Republic
- whist9 h) The Industrial Revolution
- mswhist(32) i) Mastery Assessment

***nmswhist03***

**Imperialism & World War I**

- sfrcult29 a) History of France's Separation of Church and State
- sfrcult30 b) The Colonial Empires in 1914
- whist10 c) Age of Imperialism
- sfrcult31 d) The First World War - Causes
- sfrcult32 e) The First World War
- sfrcult33 f) The End of World War I
- whist11 g) World War I
- mswhist(33) h) Mastery Assessment

***nmswhist04***

**World War II**

- sfrcult34 a) France in the World (1919 – 1935)
- sfrcult35 b) Toward the Second World War
- sfrcult36 c) France and the Second World War
- sfrcult37 d) The Gamble of 1940
- sfrcult38 e) The Tragic Years (1940 – 1945)
- sfrcult39 f) Life in the Occupied and Free Zones
- sfrcult40 g) French Prisoners of War and the Resistance
- sfrcult41 h) The Jews and the Deportation Camps
- sfrcult42 I) French Forces at War in World War II
- whist13 j) World War II
- mswhist(34) k) Mastery Assessment

***nmswhist05***

**The 20<sup>th</sup> Century World**

- whist14 a) The Cold War
- histqz(11) b) World Events #1
- whist15 c) The Middle East
- histqz(12) d) World Events #2
- mswhist(35) e) Mastery Assessment

**SCIENCE**

**SCIENCE READING LESSONS**

*sciread1*

Pg. 1 of 2

**Science Reading Lessons:**

- pacer01 a) Caterpillars, Camels and Fire
- pacer02 b) Susan's Plant, Carrots, Ants, Making Butter
- pacer03 c) Making Paper, Making Silk, The Hot Earth
- pacer41 d) The Rain Forest
- pacer42 e) A Terrarium
- pacer75 f) Space Shuttle
- pacer81 g) Asteriods
- pacer62 h) Fossils
- pacer73 i) Glaciers
- pacer102 j) Igneous Rocks
- pacer103 k) Metamorphic Rocks
- pacer104 l) Sedimentary Rocks

*sciread2*

Pg. 2 of 2

**More Science Reading Lessons:**

- pacer131 a) Inertia
- pacer132 b) Oil Spills
- sstories c) Man Flies to the Moon
- pacer71 d) Blood Cells
- pacer74 e) Sensory Nerves
- pacer82 f) Belladonna
- pacer72 g) From Bellhop to Surgeon
- pacer83 h) Florence Nightingale
- pacer111 i) Measuring Blood Pressure
- pacer112 j) America's Sweet Tooth

**Estimated Time to Completion: 44 hours**

**SCIENTIFIC METHOD AND TOOLS**

*scimeth*

Pg. 1 of 2

- msmtsi a) The International System of Units
- msmtlength b) Measuring Length
- msmtmass c) Measuring Mass
- msmtvol d) Measuring Volume
- msmttemp e) Measuring Temperature
- msmtwork f) Measurement at Work
- scimetht(31) g) Test
- gds11 h) Measurement in Science
- scinotat i) Scientific Notation
- sigdigits j) Significant Digits
- accandprec k) Accuracy and Precision
- scimetht(32) l) Test

*scimeth-a*

Pg. 2 of 2

- scimeth1 a) Scientific Method
- scimeth2 b) Scientific Method II
- obsandinf c) Observation and Inference
- theolaw d) Scientific Theories and Laws
- scimetht(33) e) Test

**Estimated Time to Completion: 4 hours**

**EARTH SCIENCE**

*earthscia*

Pg. 1 of 3

- gds41 a) Astronomy: The Study of Space
- gds42 b) The Sun and the Earth
- msest(31) c) Test
- gedes01 d) Earth and Space
- gedes02 e) The Earth in Motion
- gedes03 f) The Changing Earth
- msest(32) g) Test
- gds46 h) Earth's History
- gedes04 i) Eras of the Earth
- gds43 j) The Composition of the Earth's Crust
- msest(33) k) Test

*earthscib*

Pg. 2 of 3

- gedes05 a) The Rock Cycle
- gds44 b) Exogenous Processes
- gds45 c) Endogenous Processes
- msest(34) d) Test
- gedes06 e) The Earth and Its Resources
- msest(35) f) Test
- gds48 g) The Atmosphere: An Ocean of Air
- gedes07 h) Clouds and Atmosphere
- msest(36) i) Test
- gds49 j) The Weather
- gedes08 k) Climate and Weather
- msest(37) l) Test
- gds47 m) The Oceans of the World
- gedes09 n) The Sea in Motion
- msest(38) o) Test

*earthscic*

Pg. 3 of 3

- intclimate a) Introduction to Climate
- tropics b) Tropics
- dryclim c) Dry Climates
- tempclim d) Temperate Climates
- coldclim e) Cold Climates
- msest(39) f) Test

**Estimated Time to Completion: 12 hours**

**LIFE SCIENCE**

*lifescia*

Pg. 1 of 3

- gds31 a) Biological Perspectives
- gds32 b) Chemistry of Life
- mslst(31) c) Test
- gds33 d) The Cell Theory
- gedsci01 e) Life Functions and Cells
- gedsci02 f) Cell Structure
- mslst(32) g) Test
- gedsci03 h) Reproduction of Single Cells
- gedsci04 i) Reproduction of Male and Female Cells
- mslst(33) j) Test
- gedsci07 k) Growth and Metabolism I
- gedsci08 l) Growth and Metabolism II
- mslst(34) m) Test

***lifescib***

Pg. 2 of 3

|           |    |                                   |
|-----------|----|-----------------------------------|
| gds37     | a) | Genetics                          |
| gds38     | b) | Heredity                          |
| gedsci09  | c) | Genetics and Heredity             |
| mslst(35) | d) | Test                              |
| gds34     | e) | Energy in Cells                   |
| gedsci10  | f) | Green Plants and Photosynthesis   |
| trbi1     | g) | Introduction to Photosynthesis    |
| alicia2   | h) | Mother Nature's Own Green Machine |
| mslst(36) | i) | Test                              |
| gds35     | j) | Homeostasis                       |
| gds39     | k) | Evolution                         |
| mslst(37) | l) | Test                              |
| gds317    | m) | Population and the Environment    |
| gds318    | n) | Energy Flow in Communities        |
| mslst(38) | o) | Test                              |

***lifescic***

Pg. 3 of 3

|           |    |                          |
|-----------|----|--------------------------|
| gds319    | a) | Ecology                  |
| gds320    | b) | People in the Biosphere  |
| mslst(39) | c) | Test                     |
| gedsci05  | d) | Tissues, Organs, Systems |
| gds310    | e) | Transportation Systems   |
| gds311    | f) | Waste Removal            |
| mslst(40) | g) | Test                     |
| gedsci06  | h) | Functions of the Blood   |
| gds312    | i) | Chemical Control         |
| gds313    | j) | The Nervous System       |
| mslst(41) | k) | Test                     |
| gds36     | l) | Reproduction             |
| gds314    | m) | Behavior                 |
| gds316    | n) | Health                   |
| gds315    | o) | Disease                  |
| mslst(42) | p) | Test                     |

**Estimated Time to Completion: 29 hours**

**PHYSICAL SCIENCE**

***nphysci***

|                 |    |                           |
|-----------------|----|---------------------------|
| nphyscia-b(mod) | a) | Introduction to Chemistry |
| nphyscia-c(mod) | b) | Atoms                     |
| nphyscia-d(mod) | c) | Chemical Reactions        |
| nphyscia-e(mod) | d) | Solutions                 |
| nphysci-p(mod)  | e) | Introduction to Physics   |

**Estimated Time to Completion: 63 hours**

***nphyscia-b***

**Introduction to Chemistry:**

|            |    |  |
|------------|----|--|
| consmatter | a) | Law of Conservation of Matter          |
| defprop    | b) | Law of Definite Proportions            |
| multprop   | c) | Law of Multiple Proportions            |
| mspst(31)  | d) | Test                                   |
| rgds21a    | e) | Introduction to Chemistry              |
| puresubs   | f) | Pure Substances                        |
| mixpure    | g) | Mixtures and Pure Substances           |
| hetandhom  | h) | Types of Mixtures                      |
| rgds21c    | i) | Physical and Chemical Properties       |
| gds12c     | j) | Properties of Matter                   |
| rgas21     | k) | Introduction to Chemistry: Application |
| mspst(32)  | l) | Test                                   |

***nphyscia-c***

Pg. 1 of 2

**Atoms:**

|           |    |   |
|-----------|----|---|
| rgds22a   | a) | Atoms, Molecules, and Chemical Formulas |
| whyatoms  | b) | Why an Atomic Model?                    |
| evidence  | c) | Evidence for Atoms                      |
| gds12a    | d) | The Atom                                |
| rgds22c   | e) | Components of the Atom                  |
| firwhcm   | f) | Kinds of Matter                         |
| mspst(33) | g) | Test                                    |
| daltmod   | h) | Dalton's Model                          |
| conatoms  | i) | Conservation of Atoms                   |
| gds12b    | j) | History of the Model of the Atom        |
| gas12     | k) | Atomic Molecular Theory: Application    |
| dalton    | l) | Atoms and Atomic Masses - Historical    |
| rgas22    | m) | The Electronic Structure: Application   |
| rgds21b   | n) | The Periodic Table                      |
| mspst(34) | o) | Test                                    |

***nphyscia-c2***

Pg. 2 of 2

**Atoms cont.**

|           |    |                                       |
|-----------|----|---------------------------------------|
| rgds23a   | a) | Ions and Ionization                   |
| rgds23b   | b) | Ionic Bonds                           |
| rgds23c   | c) | Covalent Bonds                        |
| rgas23    | d) | Ionic and Covalent Bonds: Application |
| mspst(35) | e) | Test                                  |

***nphyscia-d***

**Chemical Reactions:**

|           |    |   |
|-----------|----|---|
| rgds24a   | a) | Chemical Reactions                          |
| firprmt   | b) | Properties of Matter                        |
| lavoisier | c) | Combustion and Antoine Lavoisier            |
| felreel   | d) | The Reactions of Elements: Simple Equations |
| rgds22b   | e) | Chemical Reactions and Chemical Equations   |
| rgds24b   | f) | Balancing Chemical Equations                |
| rgds24c   | g) | Factors Affecting Chemical Reactions        |
| rgas24    | h) | Chemical Reactions: Application             |
| mspst(36) | i) | Test  |

***nphyscia-e***

**Solutions:**

|           |    |                                     |
|-----------|----|-------------------------------------|
| rgds25a   | a) | Introduction to Solutions           |
| rgds25b   | b) | Solubility and Separation           |
| rgds26a   | c) | Acids and Bases                     |
| rgds26b   | d) | Acid-Base Neutralization            |
| rgds26c   | e) | pH and the Dissociation of Water    |
| rgas26    | f) | Acids, Bases and Salts: Application |
| mspst(37) | g) | Test                                |

***nphysci-p***

Pg. 1 of 2

**Introduction to Physics:**

|           |    |   |
|-----------|----|---|
| fgachar   | a) | Characteristics - Solid, Liquid, and Gaseous States |
| gds13     | b) | Motion and Energy of Matter                         |
| gas13     | c) | Scientific Application: Motion and Energy           |
| gas11     | d) | Scientific Application: Terminal Velocity           |
| mspst(38) | e) | Test  |
| gds14a    | f) | Optics and Wave Motion 1                            |
| gas14     | g) | Scientific Application: Optics and Waves 1          |
| mspst(39) | h) | Test  |
| gds14b    | i) | Optics and Wave Motion 2                            |
| gas14b    | j) | Scientific Application: Optics and Waves 2          |
| mspst(40) | k) | Test  |

**nphysci-p2**

Pg. 2 of 2

**Introduction to Physics cont.**

- |           |    |  |
|-----------|----|--|
| gds15     | a) | Electric and Magnetic Energy                         |
| gas15     | b) | Scientific Application: Electric and Magnetic Energy |
| mspst(41) | c) | Test   |
| gds16     | d) | Nuclear Physics                                      |
| gas16     | e) | Scientific Application: Nuclear Physics              |
| mspst(42) | f) | Test   |

**HISTORY OF SCIENCE REPORT****sciencetitle**

In these research activities you will produce a research paper, multiple-tier time lines, summary papers, bibliography, written articles, and a poster.

- |                     |    |                     |
|---------------------|----|---------------------|
| sciencetitle-a(mod) | a) | Ideas in History    |
| sciencetitle-b(mod) | b) | Probing the Past    |
| sciencetitle-c(mod) | c) | Physics with a Past |

**sciencetitle-a**

Pg. 1 of 3

You will produce a written product, visual model, or formula.

To perform this investigation you will do the following:

- Gather information on at least 3 major breakthroughs (i.e., new ideas that challenged accepted ways of thinking).
- Investigate and analyze the social, economic, technological and/or environmental context in which a scientific breakthrough occurred.
- Analyze the immediate and long-term effect of the scientific breakthrough on the social, economic, technological and/or environmental contexts.

Press NEXT for more.

**sciencetitle-a1**

Pg. 2 of 3

To perform your investigation follow these steps:

- Work backward from some issue, problem, or event in science to explain its origin and development over time. Then construct a multiple-tier time line, entering information on important social, economic, technological and environmental events during which the science occurred.
- Choose a question that interests you. Examples:
  - ◆ scientific controversy (genetic cloning), the evolution of an idea (cells were units of life), or a scientific breakthrough (the discovery of the DNA double helix).
  - ◆ You will need to do some research first to see if there is enough information available. Then write a brief summary outlining the question, your plan for investigation, and resources you expect to use.

Press NEXT for more.

**sciencetitle-a1a**

Pg. 3 of 3

- Use this plan for discussions with your teacher and gain approval of the plan from the teacher.
- Write a 1 page summary interpreting the data in the time lines, what you learned about the science process.
- Include a complete bibliography on a separate page.

**sciencetitle-b**

Pg. 1 of 4

The student will produce a written article on a number of major scientific advances in recorded history.

To perform the investigation do the following:

- Gather information on at least 3 major scientific breakthroughs (i.e., new ideas that challenged accepted ways of thinking).
- Investigate and analyze the social, economic, technological and/or environmental context in which a scientific breakthrough occurred.
- Analyze the immediate and long term effect of the scientific breakthrough on the social, economic, technological and/or environmental contexts.

Press NEXT for more.

**sciencetitle-b1**

Pg. 2 of 4

To perform your investigation follow these steps:

- Compare and contrast 3 advances in science that have had long-lasting effects on science and society. You must include:
  - ◆ The relevant historical context in which the breakthroughs occurred, e.g., social, economic, technological, and environmental. If you exclude a concept you must explain your reason(s).
  - ◆ The immediate effects on the relevant historical concept.
  - ◆ The long-term effects on the relevant historical concept.

Press NEXT for more.

**sciencetitle-b2**

Pg. 3 of 4

- You may report on your findings in one of the following ways. You must include a separate bibliography.
  - ◆ Write an editorial or a straightforward article for a newspaper that addresses a single issue or theme that you find common to the breakthroughs; OR
  - ◆ Write three articles for a newspaper. Two will be set in the historical time of the breakthroughs. The third will be set in the present and focus on the long-term effects of the breakthroughs; OR
  - ◆ Use the advances as the basis for an article for a newspaper on what science is like and how it works; OR
  - ◆ Use the advances as the basis for an article for a newspaper on the relationship between science and society.

Press NEXT for more.

**sciencetitle-b3**

Pg. 4 of 4

Science has been described as a way of knowing. As you read and think about the work, keep your eye open for characteristics of science's way of explaining and knowing the world. How are they similar and different to other ways of knowing? How do you think science ways of knowing have changed, at least in historical times or are they about the same today? What processes of science do you recognize that scientists used in the past that you have used in your study of science? What influenced the scientist's point of view? What is your evidence?

How do scientists come to accept new ideas? What are some reasons why science and society lock heads sometimes about ideas proposed by scientists? What are characteristics of research designs? Of theories proposed?

**sciencetitle-c**

Pg. 1 of 4

The student will understand physics through interactions of matter, forces and energy. The student will create a poster for visitors to observe.

To perform this investigation do the following:

Use scientific evidence to defend or refute an idea in an historical or contemporary context:

- a. Use relevant scientific information
- b. Analyze the immediate and long-term impact on the individual and/or society in the areas of technology, economics and the environment.

Press NEXT for more.

**sciencetitle-c1**

Pg. 2 of 4

Trace the history of an idea in physics and make a poster that is scientifically and historically accurate for parents visiting your school. The purpose of the is informational. The poster should include the impacts, immediate and long-term, in the areas of technology, economics and the environment. The idea can be one that has survived scientific scrutiny or one that has not.

It can be old or recent and it can be one on which the science community has not reached agreement.

Before you do your research and prepare your poster you are to prepare a short plan for your teacher's approval. It must include the idea; the relevant scientific concepts; your ideas about the short- and long-term impacts on technology, economics and the environment; and a plan for accomplishing the task.

Press NEXT for more.

**sciencetitle-c2**

Pg. 3 of 4

Here are some questions that may be useful to you:

- ◆ What do I want to find out about?
- ◆ What is the best way to answer this question?
- ◆ What will this help me better understand about science?

A concept? A theory? How science is done? How ideas in science change? How science sees the world? How individuals/different cultures have contributed to science? Why differences about the interpretation of evidence are common in science?

Press NEXT for more questions.

**sciencetitle-c3**

Pg. 4 of 4

More questions.....

- ◆ What resources are available?
- ◆ What evidence is there that the sources used are authoritative and accepted within the scientific community?
- ◆ What are some interesting and exciting ways to organize and present the data collected?

**SCIENCE FAIR PROJECT**

**scifair index**

Please start at the beginning of this list to complete the task of understanding the process by which scientific hypotheses are formulated and tested.

- scifaira(mod) a) Introduction
- scifairc(mod) b) Research Log
- scifairj(mod) c) Table Top Display
- scifairk(mod) d) Oral Presentation

Source: MN Dept. of Children, Families and Learning

**scifaira**

Scientific research is a fascinating process in which you, the student researcher, interpret data to arrive at new meaning. Remember, then, that merely collecting or comparing data is not enough; the interpretation of data is essential for the successful completion of your project. To complete this assessment task, you must plan, and implement a research project.

In order to understand the process by which scientific hypotheses are formulated and tested, students will conduct an experiment using accepted procedures and methods of scientific research.

Requirements include:

- ◆ a research log summarizing their work during the project
- ◆ a table-top display and a corresponding oral presentation of the completed research project
- ◆ evaluating the research project
- ◆ respond to questions about their project

**scifairc**

While scientific research begins and ends with the research problem, there are accepted research procedures to guide your project along the way, as outlined below:

- a. identify the problem
- b. collect background information
- c. develop an hypothesis
- d. develop a research design
- e. collect data
- f. analyze collected data
- g. interpret results
- h. evaluate implications and suggest further investigation.

Press NEXT for an explanation of how to develop the products.

**scifaird**

You must develop the following products for this research project:

- 1. Research Log. This is a straight-forward summary and documentation of the research project. Research log entries are a clear and precise explanation of exactly what you do and what conclusions you reach.

The research log must contain entries for each of the following steps in the research process:

- A. The research problem.

The research problem must clearly define the central goal of a feasible research project.

The research problem is precisely stated and limited to what will actually be accomplished.

**scifaire**

The research problem will lead to an interpretation of data, not just a collection of data.

- B. Background information about the problem and related topics, including:
- ◆ summary of relevant information about the research problem under study from a minimum of three primary and/or secondary sources.
  - ◆ complete documentation of all information that is paraphrased or copied word-for-word from sources.

**scifairf**

- C. An hypothesis.

Your hypothesis should be related to the problem, measurable, and concise.

Hypothesis is a logical, well-educated guess, as revealed in your background research.

- D. A research design to carry out the study, including:
- ◆ ethical and technological limitations (e.g., vertebrate animal, equipment, materials)
  - ◆ appropriate technology

**scifairg**

- ◆ elimination of confounding variables

Clearly identify:

- ◆ what kind of data are to be collected
- ◆ how the data are to be collected
- ◆ how the data are to be interpreted.

Control and experimental groups are defined and the means to control/vary are developed

- E. Data collection, including:
- ◆ selection and use of measuring instruments, incorporating appropriate technology.
  - ◆ An adequate amount of data is collected for interpretation.

**scifairh**

- F. Data analysis, including:

- ◆ computer-generated graphs to represent the relationship between the dependent and independent variables
- ◆ relevant qualitative observations.

- G. Interpretation of results, including:

- ◆ Interpretations are limited to and based on the data collected.
- ◆ Interpretations are clear and concise.
- ◆ data compared to the hypothesis
- ◆ accepted or rejected hypothesis

**scifairi**

- ◆ inconclusive findings.
- ◆ implications of results and recommendations for further study are identified.

- H. Evaluation of the results, including:

- ◆ implications of this study
- ◆ suggestions for further research.

**scifairj**

2. Table Top Display (a Science Fair display, for example) that presents the main components and conclusions of your research project. Make sure your display summarizes each step of the research process, as outlined:

- a. research problem
- b. background information
- c. hypothesis
- d. research design
- e. data collection
- f. data analysis
- g. interpretation of results
- h. implications of results and suggestions for further investigation.

Every step in the presentation builds logically to the project's conclusions.

Visuals are appropriate for the project and accurately reflect the research.

The research project is edited, well organized, and presented in a manner that is interesting to the audience.

**scifairk****Oral Presentation.**

Develop an oral presentation for your classmates. The presentation, as in the table-top display, must summarize the main components and conclusions of your research project, including each step in the research process. Be sure you can answer the following questions:

- ◆ What was the question and what were the critical variables?
- ◆ Are the data and the analysis accurate and reliable?
- ◆ Does the data, as presented, support the findings of the researcher?
- ◆ What are at least two implications for improvement and further study?